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THE FACULTY HANDBOOK



THE FACULTY HANDBOOK INDEX

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SECTION I: THE FACULTY CONSTITUTION

PREAMBLE

The President's commission to the Faculty, contained in the April 13, 1965 Faculty Bulletin, sets forth the foundation upon which this Constitution has been created. It is the intent of this commission and of this Constitution that the Faculty, deliberating under leadership and organization of its own choosing, shall make its contribution to the formation of educational policy. It is the assumption of the Faculty Constitution that the Faculty constitutes a reserve of collective professional skills and competence that enables it to speak with its own responsible voice.

1 MEMBERSHIP AND ORGANIZATION OF THE FACULTY

1.1 MEMBERSHIP IN THE FACULTY

A member of the Faculty shall be a person who is appointed by the President of the College and who is primarily concerned with teaching and kindred academic matters. The term "academic rank" in this section shall refer specifically to Professor, Associate Professor, Assistant Professor, or Instructor. The Faculty, therefore, includes:

- 1.1.1 Teaching and research personnel who hold academic rank and have either full-time or joint appointment.
- 1.1.2 The Dean of the College and all other members of the Board of Administration who have academic rank.
- 1.1.3 Full-time librarians with academic rank.
- 1.1.4 Commissioned officers of the Military Science Department assigned to full-time teaching duties.
- 1.1.5 College personnel who hold joint appointments as administrators and as Faculty members with academic rank.
- 1.1.6 All others to whom the Faculty explicitly extends membership by a two-thirds majority of those present and voting in formal session.
- 1.1.7 Faculty status is retained by members who are granted medical, sabbatical, or other non-disciplinary temporary leaves, and those completing the terms of phased retirement.¹

1.2 THE FACULTY CHAIR

The Faculty shall nominate and elect a Chair each year.

- 1.2.1 Qualifications
 - 1.2.1.1 The Chair shall have the qualifications stated in [Section I: 2.5], for members of the Faculty Advisory Council.

¹ Approved by the Faculty on March 29, 2016 and by the Board of Trustees on May 13, 2016.

- 1.2.1.2 A candidate for Faculty Chair shall have demonstrated capacity for leadership and conciliation.
- 1.2.1.3 A candidate shall have a working knowledge of standard parliamentary procedure.

1.2.2 Election of the Faculty Chair

- 1.2.2.1 Nomination and election to the office of Faculty Chair shall follow the procedures specified for an electronic ballot². [cf. Section I: 1.7.2.1.2 and 1.7.2.2.1]
- 1.2.2.2 Election procedures shall commence after the first regularly scheduled faculty meeting of the second semester and shall precede all other regular elections specified in this Constitution, except the election of the Faculty Personnel Committee. [cf. Section I: 1.7.2.5.1]

1.2.3 Duties and Responsibilities

- 1.2.3.1 The Faculty Chair shall be responsible for the conduct of all Faculty meetings, preparation and presentation of agenda, the publication of minutes and special reports, and the formation of other committees and special task forces as needed.
- 1.2.3.2 The Faculty Chair shall be an ex-officio member of the Faculty Advisory Council, but may not serve as its Chair.
- 1.2.3.3 In the event of disability, the Faculty Chair shall request the Chair of the Advisory Council to act as temporary Chair of a scheduled faculty meeting.
- 1.2.3.4 The Faculty Chair shall maintain liaison with the President, Dean, and other administrative officers for purposes of advice and information.
 - 1.2.3.4.1 Recommendations from the President, Dean, and other administrative officers shall be received and considered by the Faculty in accordance with the provisions of this Faculty Constitution.
 - 1.2.3.4.2 Recommendations shall be made by the Faculty to the President and other officers of administration on the basis of a simple majority of faculty members present and voting in formal session.
- 1.2.3.5 The Faculty Chair shall not engage in debate. However, since the Chair is a member of the assembly and may on occasion wish to debate certain questions and to vote upon them, temporarily withdrawing from the office in order to take part in the proceedings is permissible. In that event, the duties of the Chair will fall upon:
 - 1.2.3.5.1 The Chair of the Advisory Council
 - 1.2.3.5.2 The Parliamentarian
 - 1.2.3.5.3 Another member of the assembly nominated and elected from the floor by a simple majority.Ordinarily, the temporary Chair shall sit until the business is concluded by definitive vote.

1.3 AGENDA FOR FACULTY MEETINGS

- 1.3.1 Individual faculty members may suggest agenda items to the Chair.
- 1.3.2 The President or Dean of the College and other administrative officers may suggest items of agenda to the Chair, who shall forward them to the Faculty in its next meeting.
- 1.3.3 The several Faculty committees may suggest agenda to the Chair.

² Amended by the Faculty on March 29, 2016 and approved by the Board of Trustees on May 13, 2016.

- 1.3.4 The Chair may appoint such faculty personnel as necessary to assist in preparation of agenda. In all cases, final preparation of agenda shall be the responsibility of the Chair of the Faculty.
- 1.3.5 Agenda shall be published in advance of all meetings, with copies to the Faculty, President, Dean, and all major administrative officers. All regular and special meetings shall be scheduled far enough in advance to enable the Advisory Council to publish its deliberations on items relevant to the forthcoming agenda, that is, at least one week prior to the meeting.

1.4 CONVENTION OF MEETINGS

- 1.4.1 The Faculty shall convene in regular session at least three times each semester. Such meetings shall be scheduled in advance for the entire year, normally in the fourth, ninth, and fourteenth weeks of each semester, using a time period in the College weekly academic schedule reserved for meetings.³
- 1.4.2 A quorum shall consist of those faculty members present at a duly authorized, announced, and publicized Faculty meeting.
- 1.4.3 Special Meetings
 - 1.4.3.1 Special meetings may be convened by the Faculty Chair.
 - 1.4.3.2 It shall be understood that a simple majority of the voting Faculty, meeting in regular or special session, may call a special session and may designate the time and place of meeting and the agenda to be considered.
 - 1.4.3.3 The President or any member of the Administration may request the Chair of the Faculty to convene a special meeting and may personally address the Faculty at that time, observing Faculty regulations concerning agenda and discussion and remaining after presentation for a discussion period.
 - 1.4.3.4 It shall be further understood that ten percent of the voting Faculty may petition the Chair to convene a special session for the purpose of introducing new business. The Chair shall be obligated by such a petition, and shall acknowledge it in writing within forty-eight hours of receiving it. A special session shall be convened within twenty-one working days.
 - 1.4.3.5 The Chair shall give faculty members two weeks' written notice before convening a special meeting and shall publish the agenda at that time.
- 1.4.4 Emergency Meetings

The Chair may, but only with the concurrence of the Advisory Council, call an emergency meeting when the business to be considered is judged by the Chair and the Advisory Council to be of sufficient urgency that time does not permit the customary prior notification of the Faculty. But in no case is the Faculty to receive less than forty-eight hours notice in written statement, which shall include agenda. In such instance, the Advisory Council shall not be held liable for prior presentation of pertinent materials.

1.5 ATTENDANCE

Attendance is incumbent upon all faculty members. Non-voting faculty and members of the administration are invited and encouraged to attend and contribute to the deliberative process.

³ Amended by the Faculty on March 29, 2016 and approved by the Board of Trustees on May 13, 2016.

1.6 VOTING⁴

1.6.1 General Principle

Although unity, as expressed in a majority vote, does not imply unanimity, a simple majority of greater than 50% of those assembled and voting in formal session (except when the rule of order stipulates a two-thirds agreement) shall be understood to express the judgment, opinion, and will of the Faculty. Any portion of the voting Faculty dissenting from the majority may submit a minority report to the Faculty Chair for transmission to the appropriate administrator. This portion shall identify its total number but not necessarily its individuals.

1.6.2 Eligibility

All members of the Faculty [cf. Section I: 1.1] shall be eligible to vote in a formal meeting of the Faculty.

1.6.3 Procedures

1.6.3.1 The electronic vote shall be the usual method of voting.

1.6.3.2 If electronic systems fail to operate properly or circumstances warrant, voting by paper ballot or another alternative may be substituted. Such an alternative method need not be by secret ballot, but a secret ballot may always be requested as a question of privilege.

1.6.3.3 Elections conducted during Faculty meetings shall use paper ballots for voting, while elections conducted outside of Faculty assembly shall normally use electronic ballots. In either case, elections are conducted by the Nomination and Election Committee when authorized either by this Constitution, or by a vote of the Faculty assembled, or by the Faculty Advisory Council.

1.7 ELECTIONS⁵

1.7.1 General Rules

1.7.1.1 All elections of the Faculty shall be decided by simple majority (greater than 50%) of those eligible and voting.

1.7.1.2 A list of nominees shall be prepared by the Nomination and Election Committee. When prepared for a vote of the Faculty assembled, the list of nominees should be distributed to the Faculty at least five (5) days prior to the meeting at which elections are held.⁶

1.7.1.3 In all cases when a simple majority is lacking after the first ballot, run-off ballots shall be conducted until a simple majority (greater than 50%) is reached.

1.7.1.4 All ballots shall be prepared and tabulated by the Nomination and Election Committee except those concerned with the committee itself.

1.7.2 Election procedures

1.7.2.1 Two methods of election are typically conducted: a vote of faculty assembled at an official Faculty meeting, and a vote outside of Faculty meetings.

1.7.2.1.1 Both methods follow the procedures given above for the resolution of a motion [Section I: 1.6].

1.7.2.1.2 Voting shall be conducted only during the regular academic year at times when the College is in session. Notice of elections shall be sent to all faculty members eligible

⁴ Amended by the Faculty on March 29, 2016 and approved by the Board of Trustees on May 13, 2016.

⁵ Amended by the Faculty on March 29, 2016 and approved by the Board of Trustees on May 13, 2016.

⁶ Approved by the Faculty Assembly on April 16, 1994.

to vote. The results of elections shall be published by the Nomination and Election Committee.

- 1.7.2.2 The list of nominees shall always be validated before the election is held. To validate a nomination is to secure a formal acceptance to assure that, if elected, the nominee will serve. Unless otherwise stated in this Constitution an oral acceptance is sufficient. Two procedures shall be used in preparing the lists of nominees. In the one procedure, the Nomination and Election Committee acts merely as a computing group, in the other, as a nominating group.
 - 1.7.2.2.1 The Committee acts as a computing group when it merely secures and validates nominations made by the Faculty at large and then proceeds to conduct the election with this list of nominees. The Committee shall always act as a computing group when it conducts an electronic vote.
 - 1.7.2.2.2 The Committee acts as a nominating group when it presents to the Assembly a list of its own nominees. This list may exceed the number of vacancies and may be added to by nominations from the floor.
- 1.7.2.3 Run-off ballots

In order to secure a simple majority (greater than 50%) for all vacancies, it may be necessary to conduct a run-off ballot. In such cases, the run-off slate shall be determined in the following manner.

 - 1.7.2.3.1 In the case of one vacancy, the two nominees receiving the highest number of votes shall be entered in the run-off.
 - 1.7.2.3.2 In all other cases, the run-off ballot shall contain a number of candidates equal to twice the number of vacancies minus one. The names included shall be on the basis of the number of votes received in the previous ballot.
- 1.7.2.4 Elections to new committees

When new committees are formed, the terms of office are assigned on the basis of the number of votes received. The longest term of office shall be assigned to the person receiving the highest number of votes, the next longest term shall be assigned to the person receiving the next highest number of votes, etc.
- 1.7.2.5 Regular and Emergency Elections
 - 1.7.2.5.1 Regular Elections

With the exception of the Faculty Personnel Committee, unless otherwise stipulated by the Constitution, elections to all committees shall take place by electronic ballot in the spring of the year, following the election of the Faculty Chair and the Faculty Advisory Council. [cf. Section I: 1.2.2.2 and 2.6.2] The Faculty Personnel Committee shall be elected at the first regularly scheduled Faculty meeting of the second semester, before any other regular elections take place.
 - 1.7.2.5.2 Emergency Elections

When interim vacancies occur, the Nomination and Election Committee, or the Faculty Advisory Council, whichever the Constitution stipulates, shall proceed to fill them as expeditiously as possible. If the interim vacancy will be less than one full academic year, the committee chair may appoint a replacement for the remainder of the vacancy. This provision empowering appointment by the committee chair does not apply to the Faculty Personnel Committee.

A faculty member who temporarily vacates an elected or appointed committee position shall, upon return to active service at the College, be given an opportunity to complete the service time remaining from the original term. This provision applies to all faculty committees except the Faculty Personnel Committee.

1.8 PARLIAMENTARIAN

The Faculty Chair shall select a Parliamentarian. The Parliamentarian shall serve as advisor to the Chair on questions of parliamentary procedure.

1.9 RULES

The Standard Code of Parliamentary Procedure, current edition, by Alice Sturgis, revised by the American Institute of Parliamentarians (New York: McGraw-Hill), shall prevail.⁷ Special rules may be added by a two-thirds majority of the Faculty present and voting in formal session. Special rules shall supersede ordinary parliamentary rules in all point to which they relate.

2 THE FACULTY ADVISORY COUNCIL

2.1 MEMBERSHIP

The Faculty shall nominate and elect five members. The Dean of the College and the Chair of the Faculty shall be ex-officio members of the Council. The Council shall elect its own Chair from among the five elected members.

2.2 SECRETARY⁸

The Faculty Advisory Council shall, in consultation with the Faculty Chair, enlist a colleague with faculty status to serve as Faculty Secretary.

2.2.1 The Faculty Secretary shall be an ex officio, non-voting member of the Faculty Advisory Council.

2.2.2 Duties of the Faculty Secretary

- Attend all regular and special meetings of the Faculty Advisory Council
- Record minutes of the Council meetings and distribute minutes to Council members and the Faculty Chair
- Attend all regular and special meetings of the Faculty
- Record minutes of the Faculty meetings and distribute minutes to Council members and the Faculty Chair, who will post the Faculty meeting minutes in an electronic location to which all faculty have access
- Create a separate *Handbook* Additions Report summarizing all actions taken at a Faculty meeting that result in changes to the *Faculty Handbook*. This report shall be distributed to Council members and the Faculty Chair, who will post the report in an electronic location to which all faculty have access. This report shall be the basis for Faculty Policy Committee review of the legislation.

2.3 DUTIES AND RESPONSIBILITIES

It shall be the duty of the Faculty Advisory Council to act as a resource committee for the Faculty. It shall study all issues presented to it, identify alternatives, and inform the Faculty of its deliberations and findings. The Council shall provide materials for debate by the Faculty, but shall not itself represent the opinion of the

⁷ Amended by the Faculty on October 22, 2002, and by the Board of Trustees on October 25, 2002.

⁸ Approved by the Faculty on March 29, 2016 and by the Board of Trustees on May 13, 2016.

Faculty as a whole. All finding of the Council, both majority and minority, shall be reported directly back to the Faculty. During Faculty meetings, the Council shall sit as a panel, so as to facilitate exchange of ideas and information.

2.4 AUTHORITY

The Faculty Advisory Council shall have no authority beyond that which resides in the Faculty. The Council shall not be a legislative body and shall have no power of decision or representation.

2.5 QUALIFICATIONS FOR MEMBERSHIP

- 2.5.1 Candidates must have enjoyed voting rights in the Faculty for a period of one year before being eligible for election.
- 2.5.2 Candidates shall agree to acquire working knowledge of:
 - 2.5.2.1 The primary governing documents of the College
 - 2.5.2.2 Divisional structures
 - 2.5.2.3 Admission policies and procedures
 - 2.5.2.4 Student Personnel policies
 - 2.5.2.5 Administration policies
- 2.5.3 Council members may be excused from other faculty committees and assignments at their own request.
- 2.5.4 Council members may be reelected.

2.6 ELECTION TO THE FACULTY ADVISORY COUNCIL

- 2.6.1 Nomination and election to the Faculty Advisory Council shall follow the procedures specified for a mail or electronic ballot. [Section I: 1.7.2.1.2 and 1.7.2.2.1]
- 2.6.2 The Nomination and Election Committee shall initiate election procedures for the Faculty Advisory Council immediately after the election of the Faculty Chair. [cf. Section I: 1.2.2]
- 2.6.3 The term of office shall be for two years, with two and three members being replaced in alternate years.

2.7 CONVENTION AND FREQUENCY OF MEETINGS

The Faculty Advisory Council shall meet with such frequency and at such times and in such manner as shall be determined by its membership.

2.8 LIAISON WITH FACULTY

- 2.8.1 The Faculty Advisory Council may call upon any member of the Faculty for information, advice, opinions, technical assistance, and specialized knowledge or skills that it deems necessary to the thorough treatment of an item of Faculty business.
- 2.8.2 The Council shall make its deliberations on old business available to the Faculty at least one week before the Faculty considers these matters in formal session.
- 2.8.3 The Chair of the Faculty Advisory Council shall be charged with responsibility for the Council's activities. All reports and presentations of material shall be made directly back to the Faculty by the Chair of the Council and its members.

2.9 LIAISON WITH ADMINISTRATION

The Faculty Advisory Council shall not be a body superior to the Faculty, nor shall it function in an advisory capacity to the Dean or other officers of administration. Therefore, the Council shall be forbidden to express any Faculty opinion, or any consensus, that might be construed as thought or act on behalf of the Faculty.

Any administrator may seek Faculty consensus by addressing the Chair of the Faculty, who will then turn to the Faculty itself for resolution of the question.

2.10 AGENDA FOR FACULTY ADVISORY COUNCIL MEETINGS

- 2.10.1 The Faculty in session shall provide the Faculty Advisory Council with items of agenda.
- 2.10.2 Individual faculty members may suggest items of agenda to members of the Council.
- 2.10.3 The Advisory Council shall formulate its own agenda.

3 THE FACULTY POLICY COMMITTEE ⁹

3.1 FUNCTION

The Faculty Policy Committee shall attend to issues concerning policy enactments, faculty governance, and due process procedures, particularly as relates to the *Faculty Handbook*. The Committee will ensure that all official changes to the Handbook are properly entered and that an archive of important faculty documents is maintained.

3.2 MEMBERSHIP

The Faculty shall nominate and elect four tenured members. Terms will be three years unless the Committee requests a shorter term for an incoming member to ensure, if possible, that not more than two members will be likely to be replaced in any single year. The Committee shall elect its own Chair, who will serve for a one-year term, renewable. The Faculty Chair will serve as an ex-officio (non-voting) member of the Committee.

3.3 RESPONSIBILITIES

- 3.3.1 All members of the Committee must be or become thoroughly familiar with the *Faculty Handbook*, the precedents and practices of interpretation and procedures established at the College, and A.A.U.P recommendations of faculty governance and due process.
- 3.3.2¹⁰ The Committee shall review the published *Handbook Additions Report* of the Faculty Secretary containing all motions approved by the Faculty which affect the *Faculty Handbook*. Before the next regularly scheduled Faculty meeting, the Faculty Policy Committee shall complete their review and take action as follows:
 - 3.3.2.1 If the approved motion requires no substantive changes and its insertion into a specific location within the Handbook is unquestioned, the Faculty Policy Committee shall forward the finalized Handbook changes to the Office of the Associate Academic Dean for insertion into the *Faculty Handbook*.
 - 3.3.2.2 If the motion approved by the Faculty creates substantive issues regarding language or location within the *Faculty Handbook*, the Faculty Policy Committee shall forward its concerns to the Faculty Advisory Council for further review by the Faculty.
- 3.3.3 The Faculty Policy Committee shall attend to the committees upon which faculty serve and may offer recommendations or suggestions to the persons or bodies with primary responsibility for appropriate number and proportion of elected faculty representatives and consider whether ex-officio members should serve as voting or consultative members. It shall recommend the creation of committees, or, in the interest of efficiency, the abolition of or consolidation of committees upon which the Faculty serve.

⁹ Approved by the Faculty on November 27, 2007.

¹⁰ Approved by the Faculty on March 29, 2016 and by the Board of Trustees on May 13, 2016.

- 3.3.4 The Committee will be a resource to the Faculty Chair and the Dean of the College in interpreting the *Faculty Handbook*. It shall inform the Faculty Chair when the policies of the *Handbook*, relevant A.A.U.P. guidelines, or the governance traditions of the College are not being followed. As a general practice, the Committee will maintain close communication with the Faculty Chair and the Dean of the College so that they are aware of the policy, procedural, or governance issues being discussed.
- 3.3.5 The Committee will provide oversight for all due process procedures relating to faculty and not under the purview of other established committees. These include procedures relating to issues that arise in the context of College-wide policies as they apply to faculty, for example, the Sexual Harassment Policy, the Consensual Relationships Policy.

3.4 ELECTION TO THE FACULTY POLICY COMMITTEE

The Nominations and Elections Committee shall initiate election procedures for the Faculty Policy Committee at the same time that it initiates elections to the Faculty Advisory Council, immediately after the election of the Faculty Chair.¹¹

4 NOMINATION AND ELECTION COMMITTEE¹²

4.1 MEMBERSHIP

The Committee shall consist of three members who shall be nominated by the Faculty at large and validated by the Faculty Advisory Council. Candidates shall have enjoyed voting rights in the Faculty for a period of one year. Two members shall constitute a quorum of the Committee. Members shall be elected for three-year terms, with one member being replaced annually.

- 4.1.1 When an interim vacancy occurs, the Committee may continue to function, but the Faculty Advisory Council shall hold a special election to fill out the unexpired term.

4.2 FUNCTION

It shall be the function of this Committee to conduct elections according to the procedures specified in [Section I: 1.7].

5 FACULTY COMMITTEES¹³

5.1 CONSTITUTION OF COMMITTEES

Committees shall be constituted and administered by the Faculty in accordance with the Faculty Constitution and the amended College By-Laws [Section V: 12]. The functions, plans, and purview of faculty committees, where they are not specified in the Constitution, shall be determined by the committees themselves in conjunction with the Faculty Advisory Council. Such plans and formulae of operation shall be submitted to the Faculty for any necessary amendment and approval.

¹¹ Approved by the Faculty on November 27, 2007 and by the Board of Trustees on February 8, 2008.

¹² Approved by the Faculty on March 29, 2016 and by the Board of Trustees on May 13, 2016.

¹³ Approved by the Faculty on March 29, 2016 and by the Board of Trustees on May 13, 2016.

5.2 REPRESENTATION

In the context of St. Norbert College government, the term “representative of the Faculty” is defined as follows:

- 5.2.1 A person whose competence and judgment are widely respected by academic colleagues. In the case of the Faculty Personnel Committee, the person must be tenured and have been employed for two years full-time with faculty status at St. Norbert College.
- 5.2.2 A person who is committed to maintaining the prerogatives of the Faculty as provided for in the Faculty Constitution, the Faculty Policy Statement, and the By-Laws of St. Norbert College.
- 5.2.3 A person whose function is primarily to provide a liaison between the Faculty and an outside group, both by bringing to the attention of that group the decisions of the Faculty and by reporting to and seeking action by the Faculty on any matters of concern to it, whether these be statutory or informational.

5.3 ELECTION OF REPRESENTATIVES

When representatives of the Faculty are to be elected to College committees, they shall be elected according to the norms specified in [Section I: 1.7].

6 AMENDMENT OF FACULTY CONSTITUTION

6.1 AMENDMENT ORIGINATION

Proposals for amendment of the Constitution may originate from the floor during formal session. However, no proposal for amendment may be voted on during the meeting in which it is made.

6.2 AMENDMENT CONSIDERATION

Proposals for amendment shall be automatically referred to the Faculty Advisory Council for study and consideration. Within the same term, or in the first meeting of the following term, the Council shall report its recommendations to the Faculty.

6.3 AMENDMENT APPROVAL

An amendment shall become effective upon passage by a two-thirds majority of the faculty present and voting in formal session.

SECTION II: THE FACULTY POLICY STATEMENT

1 ACADEMIC FREEDOM¹⁴

The College has adopted the American Association of University Professors (AAUP) statement on academic freedom, as defined in the 1940 Statement of Principles on Academic Freedom and Tenure. According to the AAUP:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. (The word “teacher” as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.) 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 with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

ACADEMIC FREEDOM

- a. Teachers are entitled to full freedom in research¹⁵ and in the 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.
- b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- c. 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

¹⁴ The AAUP Statement is published in the *Faculty Handbook* by vote of the Faculty on November 30, 2004, and vote of the Board of Trustees on February 11, 2005. Although many of the policies and procedures specified in this document are based upon those recommended by the American Associate of University Professors and other organizations, St. Norbert College declares that its policies are independent of any agency and that it cannot be bound by interpretations of its policies suggested by such an agency. St. Norbert College expressly retains the right to interpret and apply its policies and procedures consistent with the basic philosophy of the College.

¹⁵ The principles and procedures specifically governing research at the College may be found in the Procedures and Information Section of the *Faculty Handbook* [Section IV].

restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

2 A.A.U.P. STATEMENT ON PROFESSIONAL ETHICS¹⁶

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements. Providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

THE STATEMENT

1. 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 and judgment 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.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical 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 ensure 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, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

¹⁶ This statement was approved by the A.A.U.P. Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting. Published in the *Faculty Handbook* by vote of the Faculty on November 30, 2004, and the Board of Trustees on February 11, 2005.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. 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.

4. 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.

5. 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 FACULTY RESPONSIBILITIES

3.1 The Faculty has primary responsibility for such areas as curriculum, the matter and methods of instruction, research, Faculty status, those aspects of student life which relate to the educational process (including athletics), requirements for the degrees offered by the College, determination of when the requirements have been met, and recommending to the President and Board of Trustees the granting of degrees thus achieved. This responsibility is subject only to the final authority vested in the Board of Trustees or delegated by it to the President of the College as set forth in the By-Laws of St. Norbert College [Section V: 4.1 and 8].

3.2 The College has adopted as guiding principles of its own policy the 1987 Statement on Professional Ethics of the AAUP. [See Kreiser, B. Robert (1990). "Professional ethics." Policy Documents & Reports (pp. 73-77). AAUP: Staff Editor.]

3.3 An important premise supporting the educational program at St. Norbert College is that education involves more than the classroom experience, which is only one of several ways a student may achieve intellectual and cultural growth. Faculty members are required, therefore, to devote time over and above that spent in the classroom to such other processes of learning as research, other scholarly responsibilities, helping in the academic advising of students, and serving on committees. Faculty should post at least two hours of student office hours per week during the semester.¹⁷

3.4 The College also subscribes to the principles enunciated in the Joint Statement on the Rights and Freedoms of Students and expects all members of the Faculty to be cognizant especially of sections of this document on student rights in the classroom and student records and to follow the guidelines set down

¹⁷ Amended by the Faculty on November 30, 2004, and the Board of Trustees on February 11, 2005.

therein in their own relations with the students in and out of the classroom. These sections are reprinted in the Procedures and Information section of this Handbook [Section IV: 24].

3.5 The faculty member, by signing a contract with St. Norbert College, agrees to abide by all current procedures, regulations, and rules of the College.

4 APPOINTMENTS, NON-RENEWAL, AND RESIGNATIONS

4.1 CONTRACTS¹⁸

- 4.1.1 The terms and conditions of the employment of all faculty members at St. Norbert College, regardless of rank or discipline, are described in the *Faculty Handbook*, which is the guiding document in all such matters.
- 4.1.2 The terms and conditions of an initial appointment to teach at St. Norbert College shall be presented in a written offer letter, signed by an authorized representative of the College and by the faculty member. The terms of the offer letter will be approved by the President of the College after consultation with the Dean of the College who, in turn, will have consulted with the appropriate School Dean or Divisional Associate Dean.
- 4.1.3 Initial and continuing appointments with non-tenured and tenured members of the Faculty shall be for a single academic year. The terms of appointments for courses taught outside the regular semester schedule shall be formalized in separate memorandums, signed by an authorized representative of the College and by the faculty member.
- 4.1.4 Notices of continuing appointment for the upcoming academic year shall be distributed by March 15. These notices shall contain the start and end dates of the new academic year, the faculty member's tenure status, academic rank, and salary in effect at the start of the new academic year.

4.2 STATEMENT OF TERMS OF APPOINTMENT

- 4.2.1 The terms and conditions of every appointment to the Faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notices incumbent upon either party to provide, will be confirmed in writing and a copy will be given to the faculty member.
- 4.2.2 With the exception of special appointments clearly limited to a brief association with the institution, and reappointments of retired faculty members on special conditions, all full-time appointments to the rank of instructor or higher are of two kinds: (1) probationary appointments; (2) appointments with continuous tenure.
- 4.2.3 All persons appointed to fill a tenure-track position shall be informed of their eligibility for tenure and the time-line for their acquisition of tenure in their initial letter of appointment.
- 4.2.4 Continuation of a non-tenured faculty member's appointment will be based on the fulfillment of any special conditions attached to the appointment, the annual evaluation by the Associate Dean and the Dean of the College [according to Section IV: Procedures and Information], and the academic staffing needs of the College as a whole.

¹⁸ Approved by the Faculty on December 1, 2015 and by the Board of Trustees on May 13, 2016.

4.3 PROBATIONARY APPOINTMENTS

- 4.3.1 Probationary appointments may be for one year, or for other stated periods, subject to renewal and provisions for permanent tenure.
- 4.3.2 The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures employed in decisions affecting renewal and tenure. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made, and will be given the opportunity to submit material which, in the opinion of the faculty member, will be helpful to an adequate consideration of the circumstances.
- 4.3.3 Regardless of the stated term or other provisions of any appointments, written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of the appointment as follows:
 - 4.3.3.1 Not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
 - 4.3.3.2 Not later than December of the second academic year of service; if the appointment terminates during the academic year, at least six months in advance of its termination.
 - 4.3.3.3 At least ten months before the expiration of an appointment after two or more years of service at the institution.
- 4.3.4 When a decision not to renew an appointment has first been reached, the faculty member involved will be informed of that decision by the body or individual making the initial recommendation or decision, and, if it is requested, the reasons which contributed to that decision will be made known to the faculty member. The faculty member may request reconsideration by the body or individual making the initial recommendation or decision.
- 4.3.5 If the faculty member so requests, the reasons given in explanation of the non-renewal will be confirmed in writing.
- 4.3.6 Insofar as the faculty member alleges that a decision against renewal involved procedural irregularities, the Faculty Review Committee will consider the faculty member's allegation and will determine whether the decision was consistent with the relevant procedures of the institution. The Review Committee will not substitute its judgment on the merits of the case for that of the recommending or deciding body. If the Review Committee believes that the allegation has merit, it will request reconsideration. It will provide copies of its findings to the faculty member and the President or other appropriate administrative officer.

4.4 JOINT APPOINTMENTS ¹⁹

A joint appointment is a full-time or four-thirds time tenure track position held equally by two persons who divide teaching duties between them. The position is normally in a single discipline but may be in different disciplines, depending on the needs of the College. The salary is based on a full-time schedule; in the case of a four-thirds contract, the salary will be four-thirds of a full-time contract. Each joint appointment faculty member is expected to satisfy all non-teaching duties, such as student advisement, committee work and community activities, at the same level as full-time faculty. This level of involvement in non-teaching duties is in accord with the full-time status and resources available to joint appointment faculty members, as stated below.

Joint appointment contracts entitle their holders to all fringe benefits available to full-time faculty. Because each joint appointment faculty member is expected to remain professionally active, and in recognition of the

¹⁹ Approved by the Faculty on October 29, 1991.

need to have available the conditions related to effective scholarly teaching, items such as office space, secretarial services, eligibility for travel funds and research grants, and other standard resources will be provided as though each faculty member were full-time. Each joint appointment faculty member will be eligible for sabbatical leaves on the same schedule as any full-time member of the Faculty and at a salary proportionate to his or her share of the full-time contract. Each will also be eligible for the same level of financial support for sabbaticals as any other full-time faculty member. Each joint appointment faculty member will be a member of the Faculty assembly and will enjoy voting rights in that body.

- 4.4.1 There are three ways of initiating a request for a joint appointment position.
 - 4.4.1.1 Two individuals may jointly apply for one tenure-track position.
 - 4.4.1.2 A probationary faculty member currently holding a tenure-track position may request that the position be divided into two separate and independent, but equal positions.
 - 4.4.1.3 A tenured faculty member may request that the position be divided into two separate and independent, but equal positions. For any of the above procedures to apply to a joint appointment in two different disciplines, the needs and flexibility of the two disciplines, as judged by the respective disciplinary Faculties, Associate Dean(s) and Dean of the College would have to be such as to make a joint appointment feasible.
- 4.4.2 In the event of [4.4.1.1, above], both candidates must undergo the search and interview process, and both must receive the support of the search committee.
- 4.4.3 In the event of [4.4.1.2 or 4.4.1.3, above], the current holder of the tenure-track position will submit a written request to the Academic Dean indicating a desire to divide the one position.
 - 4.4.3.1 The faculty member will provide the Dean with a vita of the potential joint appointment individual.
 - 4.4.3.2 The faculty member will provide the Dean with a rationale for the request, indicating the potential nature of the division of duties and responsibilities.
 - 4.4.3.3 The discipline(s) concerned must support the request.
 - 4.4.3.4 The Associate Dean(s) must endorse the request.
 - 4.4.3.5 The candidate must submit a transcript of all graduate work, a vita, and three letters of recommendation. The candidate will also be subject to all other ordinary interview procedures and requirements, e.g., interview with discipline Faculty and class presentation.
 - 4.4.3.6 If the candidate is successful, the Dean shall recommend to the President that the position be shared.
- 4.4.4 Teaching duties should be divided equally and in a manner agreeable to the Associate Dean(s) and the discipline(s). The two faculty members will confer with the Associate Dean(s) and the discipline(s) to determine the exact nature of the job division early enough in the preceding academic year to facilitate long-term planning and accurate copy for the course schedule.
- 4.4.5 Tenure consideration for both joint appointment faculty members will be conducted according to the standard criteria, including “time in rank,” currently applied to all other regular faculty members.
 - 4.4.5.1 In the event that one member of the job-sharing team has more years in rank or has been given more credit for prior teaching, that individual may be considered for tenure or promotion before the other member of the joint appointment team.
 - 4.4.5.2 For the purposes of the Personnel Committee’s deliberations, each faculty member is to be considered individually, without regard to the other faculty member’s teaching, professional activity, collegiality, or service to the community.
- 4.4.6 No joint appointment faculty member may submit letters of recommendation to the Faculty Personnel Committee regarding the partner’s application for tenure or promotion, nor may one member of the joint appointment vote on any personnel matters regarding the other

individual. A joint appointment faculty member may not be a member of the Faculty Personnel Committee when the joint appointment partner applies for tenure.

- 4.4.7 For joint appointment faculty members in a single discipline, in the event that one faculty member receives a contract renewal or tenure while the other is unsuccessful; or if one joint appointment faculty member can no longer perform his or her duties as a faculty member; or if one joint appointment faculty member freely resigns from the Faculty, the other partner:
 - 4.4.7.1 may assume the teaching duties of the position, up to the equivalent of one full-time position, until his or her contract expires and the timetable for the notice of non-renewal [Section II: 4.3.3] has been observed.
 - 4.4.7.2 may, if untenured, be offered the full-time tenure-track position, though this change is not guaranteed.
 - 4.4.7.3 will, if tenured, be allowed to continue in that tenured position at a level equivalent to his or her previous teaching load and may, through mutual agreement of the College and the individual, be given a full-time tenured position.
- 4.4.8 For joint appointment faculty members in different disciplines, in the event that one faculty member successfully receives a contract renewal or tenure while the other is unsuccessful, or if one joint appointment faculty member can no longer perform his or her duties as a faculty member; or if one joint appointment faculty member freely resigns from the Faculty, the other partner:
 - 4.4.8.1 may continue his or her teaching and non-teaching duties at the previous level until his or her contract expires and the timetable for the notice of non-renewal [Section II: 4.3.3] has been observed.
 - 4.4.8.2 will, if tenured, be allowed to continue in that tenured position at a level equivalent to his or her previous teaching load.
- 4.4.9 Additional teaching beyond the half-time or two-thirds time agreed to in the original contract should not be expected by a joint appointment faculty member and will not be required by the College. When in need of part-time faculty, the College may hire joint appointment faculty members for additional teaching, but is not obligated to do so. Such additional teaching will be compensated at a rate negotiated between the faculty member and the Dean of the College.
- 4.4.10 If a full-time tenure-track position should open in the joint appointment area for which either or both joint appointment partners are qualified, either or both faculty members may apply for the position. The normal national search standards will be employed and joint appointment faculty members should not expect or receive preferential treatment. Should one partner receive a full-time tenure-track position, the procedures stated above [Section II: 4.4.7 and 4.4.8] will apply to the other partner.

4.5 PROCEDURE FOR IMPOSITION OF SANCTIONS OTHER THAN DISMISSAL

- 4.5.1 If the Administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify the imposition of a severe sanction, such as suspension from service for a stated period, the Administration, in consultation with the Faculty Chair, may institute a proceeding to impose such a severe sanction.
- 4.5.2 If the Administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand of record, it shall notify the faculty member on the basis of the proposed sanction and provide him or her with an opportunity to persuade the Administration that the proposed sanction should not be imposed. A faculty member who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may petition the Faculty Mediation Committee for such action as may be appropriate.

4.6 TERMINATION FOR MEDICAL REASONS ²⁰

Termination of a faculty appointment with tenure, or of a probationary or special appointment before the end of the period of appointment, for medical reasons, will be based upon clear medical evidence that the Faculty member cannot continue to fulfill the terms and conditions of the appointment. The decision to terminate will be reached by the President after appropriate consultation. The Dean of the College, after consulting with the appropriate Associate Dean, initiates the process by informing the faculty member (or someone representing the faculty member) of the basis of the proposed action and offers him or her an opportunity to respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the Faculty Personnel Committee before the President makes a decision. Any appeal of the President's decision must be made directly to the Board of Trustees. A faculty member so terminated is entitled to a severance salary of at least ninety days or completion of the contract term, whichever is longer, and to any disability benefits provided by the College's insurance carrier.

5 THE FACULTY MEDIATION COMMITTEE ²¹

5.1 FUNCTIONS

- 5.1.1 The function of the Faculty Mediation Committee is to mediate individual complaints against behavior and decisions arguably inconsistent with the Faculty Constitution and the Faculty Policy Statement. When mediation fails, the committee may, in certain circumstances, make a recommendation that the Faculty take further action.
- 5.1.2 The Committee shall hear complaints made by members of the Faculty against members of the Faculty. Administrative officers who are members of the Faculty, including the Academic Dean and the president, may by this provision be either respondent or complainant. No complaint shall be heard against the Faculty Personnel Committee or its decisions (the Faculty Review Committee is the proper venue for those complaints), and complaints relating to harassment shall be referred to the Harassment Resource Committee.

5.2 MEMBERSHIP

The Faculty Mediation Committee shall consist of three tenured and elected members of the Faculty. No officer of the administration at or above the level of associate dean or assistant dean shall serve on the Committee. The members are elected for a term of three years, the terms staggered.

5.3 Procedure

- 5.3.1 If a member of the Faculty is aggrieved by an action of a member of the Faculty, and believes that the action is contrary to the Faculty Constitution or the Faculty Policy Statement, the aggrieved party should make every effort to address the problem directly. If this proves unsatisfactory, a petition may be submitted to the Faculty Mediation Committee. The petition must arrive in the hands of a member of the FMC within 60 days of an incident triggering the complaint, but days part of summer and winter breaks shall not be counted in the 60 days. The petition shall set forth in detail the nature of the complaint and shall state against whom the complaint is directed. This petition, and all work of the FMC, shall be confidential with certain exceptions, given expressly below.
- 5.3.2 Based on the petition alone, the FMC will have the right to decide whether it will take up the case, refuse the case, or refer the complainant to another venue inside or outside the College.

²⁰ This is to be distinguished from a *medical leave of absence*.

²¹ Approved by the Faculty on November 30, 2004, and the Board of Trustees on February 11, 2005.

If the FMC takes up the complaint, this should not be understood to indicate that it presently believes the complaint to have substance, but only that it believes that mediation is appropriate to the situation and that good may come of FMC facilitation of mediation. If so, the Committee shall simultaneously notify the complainant and the respondent, who will receive a copy of the complaint. At this time the complainant, if he or she wishes, may meet, separately, with the Committee. The FMC shall then ask the respondent to submit a written response to the complaint and to any other questions it wishes to pose. The respondent, if he or she wishes, may also meet alone with the Committee.

- 5.3.3 The Committee shall then attempt to bring about a solution satisfactory to all parties, facilitating interaction between the parties as it thinks best. If no solution is found, under certain circumstances the Committee may make a recommendation to the Faculty. If the Committee believes that one party has been injured contrary to the letter and spirit of the provisions of the *Faculty Handbook*, the Committee, with and only with the permission of the injured party, may break confidentiality by writing an account of the case and Committee's recommendations for Faculty action. This will be submitted to the Faculty Chair, who shall contact both parties, make certain no satisfactory solution is possible, and decide whether or not to place the issue on the agenda of a Faculty Assembly, which will consider the matter in closed session.

6 THE PRE-TENURE REVIEW ^{22 23}

The pre-tenure review at St. Norbert College is intended to provide tenure track faculty members with an objective and formative evaluation of their progress prior to application for tenure and promotion. It is neither a de facto offer of tenure nor a recommendation for termination. (See Section II: 4 for an outline of the procedures governing non-renewal or resignation of tenured faculty members).

Faculty members hired by St. Norbert College with no previous full-time college or university teaching experience will undergo pre-tenure review in the third year of full-time service, unless the faculty member's tenure clock has been stopped for any reason.

6.1 THE PRE-TENURE PORTFOLIO

A faculty member shall submit a portfolio for pre-tenure review to the Faculty Personnel Committee (henceforth, "FPC" or simply "the Committee") through the Dean of the College.

6.1.1 An electronic copy of the following documents should be included in the portfolio submitted by the faculty member:

- 6.1.1.1 A curriculum vitae containing only those items pertinent to the faculty member's expertise;

²² All faculty hired prior to the adoption of the pre-tenure policy and procedures will remain subject to the rules governing the bifurcated process of tenure and promotion to associate professor. However, faculty members who began teaching at St. Norbert College in the period between the start of Fall semester 2012 and the end of Fall semester 2014 may choose to employ the system of fused tenure and promotion. The submission of a Pre-Tenure Review portfolio shall serve as an indication by the faculty member that he or she has selected the fused system. Once a Pre-Tenure Review portfolio is submitted, the faculty member may not choose to avail herself or himself of the bifurcated system.

²³ Approved by the Faculty on April, 24, 2014.

- 6.1.1.2 SOOTs from all classes taught at St. Norbert College and a summary of the SOOT trends. Faculty members are encouraged also to submit one or more other examples of teaching effectiveness;
- 6.1.1.3 Up to three sample syllabi;
- 6.1.1.4 Up to two samples of relevant scholarship; and
- 6.1.1.5 A reflective essay that describes the faculty member’s progress in teaching, scholarship, collegiality, and advising in light of the mission of the College. The document should be single spaced, 12 pt. font and should include the following:
 - I. Teaching:
 - a) A 1-page description of the faculty member’s teaching philosophy and style;
 - b) A 2-page reflection outlining successes in the implementation of the faculty member’s teaching philosophy;
 - c) A 2-page reflection outlining the challenges in the implementation of the faculty member’s teaching philosophy. Ideas for improvement should be discussed.
 - II. Scholarship
 - a) A 1-page description of the faculty member’s research interests;
 - b) A 2-page reflection on successes in scholarship;
 - c) A 2-page reflection on challenges in conducting scholarship at the College;
 - d) A 1-page discussion of the faculty member’s scholarship agenda, with special attention paid to dissemination of the work.
 - III. Collegiality
A 1-page reflection on how the faculty member is developing as a collegial citizen including contributions to the wider community.
 - IV. Advising
A 1-page reflection on the faculty member’s advising philosophy and style.
- 6.1.2 The following letters of recommendation should be submitted by those writing them directly to the Dean of the College:
 - 6.1.2.1 One letter from the faculty member’s Associate Dean. The letter should address the faculty member’s progress in the areas of teaching, scholarship, collegial service, and advising. The letter should also authenticate the faculty member’s eligibility for pre-tenure review.
 - 6.1.2.2 One letter from the faculty member’s discipline addressing their progress toward meeting the criteria for tenure. The letter should address the applicant’s teaching, scholarship, collegial service, and advising. Special attention should be given to the expectations articulated in the discipline’s Scholarship Statement.²⁴ In the case that any full-time disciplinary colleague judges that the Discipline’s letter does not accurately or fully represent the faculty member’s progress, he or she may submit an independent letter to the FPC providing additional insight.
 - 6.1.2.3 One letter from a member of the faculty qualified to address the faculty member’s collegial contributions;

²⁴ In the case that any full-time disciplinary colleague judges that the Discipline’s letter to the FPC has not accurately represented the faculty applicant’s progress, he or she may submit an independent letter to the FPC providing additional insight into the applicant’s progress toward tenure and promotion.

- 6.1.2.4 A minimum of two and a maximum of three letters from members of the faculty who have observed the applicant’s teaching. One letter must be written by a member of the faculty member’s discipline.

All items should be submitted to the Dean of the College by February 1. The chair of the FPC will circulate the copies of the portfolio and all supporting documents to the other members of the Committee and assign a member of the Committee to serve as liaison with the faculty member under review.

6.2 COMMUNICATION FROM FACULTY PERSONNEL COMMITTEE

The Faculty Personnel Committee shall produce a report detailing its evaluation of the faculty member’s progress toward meeting the criteria for tenure in light of the mission of the College. The final report shall be produced as follows:

- 6.2.1 The assigned liaison from the Faculty Personnel Committee may schedule a meeting with the faculty member under review for the purpose of obtaining clarification on aspects of the portfolio if the Faculty Personnel Committee deems it necessary.
- 6.2.2 The Faculty Personnel Committee shall provide the faculty member under review a final report on or before the last day of classes detailing the Committee’s views on the faculty member’s progress toward tenure and promotion. The purpose of the written explanation is to provide guidance to the faculty member under review, especially with respect to her/his perceived need to improve in specific areas or to reallocate time, energy, or resources across areas. The final report shall include an overall opinion of the faculty member’s progress. The final report shall not include a prediction of whether the faculty member will be granted tenure and promotion in the future.
- It is the goal of the Faculty Personnel Committee to conclude its work on or before the last day of final exams. However, because of the variable workload of the Committee, it is impractical for the Faculty Personnel Committee to set specific dates for the submission of final reports to faculty members under review. Faculty members under review will be notified of the status of their review on or before the last day of classes.
- 6.2.3 Before commencement, the faculty member, the faculty member’s Associate Dean, the liaison, and the chair of the Faculty Personnel Committee will meet for a conversation regarding the contents of the final report. The Associate Dean shall be present to assure his or her clear understanding of the Faculty Personnel Committee’s assessment of the faculty member’s progress in order to best advocate for and mentor the faculty member toward tenure and promotion.

7 TENURE AND PROMOTION^{25 26}

Permanent tenure at St. Norbert College means the College guarantees the faculty member academic freedom and continuing faculty appointment, except as specified in [Section II: 7.7] below.

The Trustees and the Faculty of St. Norbert College have accepted two principles as general guidelines governing the award of permanent tenure at St. Norbert College. First, every college needs appointment policies that will permit it to bring new members into its Faculty with regularity. Second, this flexibility can

²⁵ Modified by the Faculty on April 24, 2007.

²⁶ Amended by the Faculty on April 24, 2014.

and should be maintained through rigorous standards for the awarding of permanent tenure rather than through the imposition of a quota system.

7.1 TENURE

Except for faculty members who are hired with tenure at St. Norbert College, permanent tenure at St. Norbert College shall be granted only upon approval of the Board of Trustees and only to full-time faculty members with the rank of Assistant Professor or higher. A faculty member's letter of initial appointment to St. Norbert College should specify the number of years of full-time service the faculty member has had at other colleges or universities, and at what rank(s). Since permanent tenure is granted at the beginning of an academic year, the application for permanent tenure must be submitted by September 30 during the previous academic year.²⁷

- 7.1.1 If the faculty member has had fewer than two years of full-time teaching experience at other colleges or universities, permanent tenure shall be granted no sooner than at the beginning of the sixth year of full-time service at St. Norbert College.
 - 7.1.1.1 If the faculty member is denied tenure after the initial submission of an application, one (1) additional application is permitted. The submission of the second application is governed by the rules outlined in [Section II: 7.2]
- 7.1.2 If the faculty member has had two or more years of full-time teaching experience at other colleges or universities prior to being appointed to the St. Norbert College Faculty, the faculty member's letter of initial appointment shall specify a timetable for permanent tenure, if different from the previous paragraph.
- 7.1.3 If the faculty member has been granted tenure at another institution prior to being appointed to the St. Norbert College Faculty, the faculty member shall be granted permanent tenure no sooner than at the beginning of the third year of full-time service at St. Norbert College.
- 7.1.4 If that faculty member has had fewer than two years of full-time teaching experience at other colleges or universities, permanent tenure shall be granted no later than at the beginning of the seventh year of full-time service at St. Norbert College.
- 7.1.5 If the faculty member has had two or more years of full-time teaching experience at other colleges and universities prior to being appointed to St. Norbert College, the faculty member's letter of initial appointment shall specify the last year to be granted permanent tenure, if different from the previous paragraph.
- 7.1.6 A faculty member may be hired with permanent tenure only with the positive recommendation of the Faculty Personnel Committee.²⁸

7.2 THE TENURE APPLICATION

A faculty member shall submit an application for permanent tenure to the Dean of the College through the appropriate Associate Dean. The Associate Dean shall authenticate the faculty member's eligibility for permanent tenure and add a letter of evaluation before submitting the application to the Dean of the College. The following documents should be included in the completed application:

- 7.2.1 A curriculum vitae containing only those items pertinent to the applicant's academic expertise.
- 7.2.2 Letters from colleagues, both within and without the discipline, which specifically address how the applicant has met the criteria for permanent tenure. Applicants will include a list of the

²⁷ For faculty members who apply for and are granted additional time to apply for tenure and promotion, the dates for application noted in the following sections shall be adjusted accordingly.

²⁸ Amended by the Faculty on December 3, 1996, and approved by the Board of Trustees on February 7, 1997.

names of all those who have agreed to submit letters on their behalf. Applicants should invite all full-time colleagues within their discipline to submit letters.²⁹

- 7.2.3 The report of the faculty member's pre-tenure review.
- 7.2.4 An application essay that deals with the applicant's own perception of how he or she has met the criteria for permanent tenure, how the applicant has addressed any concerns in the pre-tenure review, and how the applicant feels he or she will contribute to the College in the future.
- 7.2.5 An abridged three-page curriculum vitae suitable for submission to the Board of Trustees (See II: 7.4.1 and 7.4.2, below).
- 7.2.6 Other documents pertinent to the criteria for permanent tenure as listed in [Section II: 7.3] below. All items should be in the hands of the Dean of the College by September 30. The Dean of the College will transmit the application and all supporting documents to the Faculty Personnel Committee who will consider the application and submit a written recommendation to the Dean of the College by January 15.

7.3 CRITERIA FOR TENURE

The following are the criteria for evaluating candidates for permanent tenure. These criteria should be understood within the context of St. Norbert as a small, Catholic, liberal arts college. Its Mission Statement articulates this character and identity. Serving the mission is accomplished by meeting the expectations set out in the evaluation guidelines. In the course of meeting those expectations, faculty members should reflect upon and articulate how their accomplishments contribute to that mission. (See Section IV: 3, on formation and evaluation of Faculty.)³⁰

- 7.3.1 **Academic Preparation**
The faculty member must have a doctorate or the accepted terminal degree in the faculty member's field, or equivalent scholarly/professional attainment as determined by the Dean of the College in consultation with the Faculty Personnel Committee.
- 7.3.2 **Teaching Effectiveness**
The faculty member shall submit evidence of the quality of her or his courses, and the degree of teaching effectiveness as perceived by the candidate, by students, and by colleagues. The candidate is expected to submit student surveys such as the SOOT forms, including both the summary data and the complete individual responses, and course syllabi. Other evidence should include demonstrated concern for the needs of students through such things as availability to students outside the classroom, well-organized and well-presented classes, regular evaluation of each student's performance, etc., as well as a continuing updating of course content and methodology to reflect advances in the field. The candidate should present evidence not only of past performance, but also of promise of continued development with respect to effectiveness as a teacher.
- 7.3.3 **Advisement of Students**
The faculty member shall provide evidence of concern for the academic, personal, and ethical development of students through her or his role as an academic advisor. For example, activities such as the following may be addressed: assisting students with academic, career, and graduate school decisions; assisting students during registration; following up on mid-term evaluations of advisees, etc.
- 7.3.4 **Scholarship and Professional Activity**³¹

²⁹ Amended by the Faculty in November 1999, and approved by the Board of Trustees on February 6, 2000.

³⁰ Amended by the Faculty in September 2006, and approved by the Board of Trustees in October 2006.

³¹ Amended by the Faculty on December 1, 1992.

The faculty member shall demonstrate professional competence as a scholar committed to continual growth. Primary indicators of scholarship are publications, presentations, performances, or exhibitions of work resulting from the faculty member's research or creative activities. Other types of indicators that might be cited include activities such as lectures and/or presentation appropriate to one's field, serving as a panel or workshop principal, and participation in scholarly and professional associations. This criterion should be evaluated with reference to the appropriate disciplinary Statement on Scholarship.

7.3.5 Collegial Activities

The faculty member shall provide evidence of effectiveness in meeting the collegial expectations of the College. Activities that demonstrate collegiality include active and productive participation in the functioning of one's discipline. Other collegial activities include those that improved the intellectual, cultural, and religious climate of the College. In addition, service to the College by participating in discipline divisional, and Faculty meetings, and service on College committees provides other measures of collegiality. Finally, activities that promote or enhance the stature of the applicant and the College within the local community are still another measure of collegiality.

7.4 TENURE APPLICATION DECISION

The Dean of the College will keep the applicants informed as to the status of their applications. The Dean of the College shall transmit the Faculty Personnel Committee's recommendation as well as the Dean's own recommendation to the President of the College. When the two recommendations do not agree, the Chair of the Committee and the Dean will meet with the President to discuss the recommendation letters submitted by the Committee and the Dean.³²

- 7.4.1 If the Committee, the Dean, and the President recommend permanent tenure, the President will submit the recommendations (the Committee's, the Dean's and the President's) along with the candidate's curriculum vitae to the Board of Trustees.
- 7.4.2 If the Committee recommends permanent tenure but the Dean and/or the President does not, the President will still send the recommendations (the Committee's, the Dean's and the President's) and the curriculum vitae to the Board of Trustees. In the event that the President does not agree with the Committee's recommendation, the President shall confer with the Committee, indicating the reasons for the disagreement, before sending the recommendations to the Board.
- 7.4.3 If the Committee does not recommend permanent tenure, the recommendations will not be submitted to the Board of Trustees. The President will notify the faculty member of the decision. After receiving notification of the final decision, the faculty member may ask the President for an opportunity to review the recommendations submitted by the Dean of the college and by the Faculty Personnel Committee. If requested, the President shall provide access to the recommendations and give whatever explanation the President deems consistent with the confidential nature of the material submitted and the right of the faculty member to know.

7.5 TERMINAL APPOINTMENT

If the Faculty Personnel Committee does not recommend or if the Board of Trustees does not approve permanent tenure, and this was the faculty member's last opportunity to apply for permanent tenure, the faculty member will be given a terminal appointment for the following academic year. If a non-tenured

³² Amendments to furnish more information to the applicant made here and below passed by the Faculty in April 2007, and approved by the Board of Trustees in May 2007.

Faculty member does not apply for permanent tenure during the last year in which an application may be submitted, the faculty member will be given a terminal appointment for the following academic year.

7.6 REVIEW OF TENURE APPLICATION DECISION

If the faculty member believes her or his application for permanent tenure has been given inadequate consideration by the Faculty Personnel Committee, he or she may request a review by the Faculty Review Committee.

7.7 DISMISSAL

The faculty member to whom the Board of Trustees has granted permanent tenure will, unless she or he resigns, be retained on the Faculty until reaching retirement age, or being dismissed for extraordinary financial exigency, or for cause – cause to be interpreted as incompetence in the performance of one’s duties as a teacher and faculty member, lack of scholarly objectivity or integrity, serious misuse of the classroom or of academic prestige, gross personal misconduct, or conduct which demonstrates that the faculty member lacks the ability or the willingness to meet his or her responsibilities to the College. In cases of dismissal for cause, the procedures set forth in the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings of the AAUP shall be followed (see *Academic Freedom and Tenure, A Handbook of AAUP*, Louis Joughin, ed., University of Wisconsin Press, 1967, pp. 34-45, 52-54.)

7.8 TERMINATION

In the event that the College must resort to termination of tenured or other faculty members before their current appointments have expired, or the discontinuance of an academic program because of retrenchment, the procedures for declaration, development of termination criteria, and the decision-making process are as found in the “Procedures and Information” section of the *Faculty Handbook* [Section IV: 11].

7.9 PROMOTIONS

The following provisions are intended to assure St. Norbert College of the services of a strong and effective Faculty. They apply only to those with full-time faculty contracts and describe general policies that shall govern administrative practice. The President of the College may make exceptions to these policies when strict implementation of any provision might produce a result contrary to its purpose. Such exceptions will be made only after consultation with the Faculty Personnel Committee and with the Dean of the College.

General requirements for promotion to the various ranks are as follows:

- 7.9.1 A faculty member is automatically promoted from the rank of Instructor to Assistant Professor upon completion of the terminal degree in her or his field.
- 7.9.2 A faculty member is automatically promoted from the rank of Assistant Professor to Associate Professor when he or she is granted permanent tenure.
- 7.9.3 A faculty member is eligible for promotion from Associate Professor to Professor after completing six years as an Associate Professor and at least three years of full-time service at St. Norbert College.³³ An Associate Professor may apply for early promotion, but is still limited to one application during the first six years as an Associate Professor. Promotions are not automatic, but dependent upon the fulfillment of particular academic criteria given in “Criteria for Promotion,” listed in [Section II: 7.11] below. These criteria should be understood within the context of St. Norbert as a small, Catholic, liberal arts college. The Mission Statement articulates this character and identity. Serving the Mission is accomplished by meeting the expectations set out in the evaluation guidelines. In the course of meeting those

³³ Amended by the Faculty on April 24, 2014.

expectations, faculty members should reflect upon and articulate how their accomplishments contribute to that Mission (see “Formation and Evaluation of Faculty” in *Faculty Handbook* [Section IV: 3]).³⁴

7.10 THE PROMOTION APPLICATION

The process of promotion from Associate Professor to Professor is initiated by the faculty member desiring promotion through submission of her or his application for promotion to the Dean of the College through the Associate Dean. The Associate Dean shall, in turn, authenticate the faculty member’s eligibility for promotion and add a letter of evaluation before submitting it to the Dean. The Dean of the College will transmit this recommendation and all pertinent documents, including those prepared by the candidate in support of her or his own promotion (e.g., cover letter, curriculum vitae, letters from colleagues, evidence of teaching effectiveness – including general evaluations of her or his courses and methods by students and alumni) to the Faculty Personnel Committee. Applicants will include a list of the names of all who have agreed to submit letters on their behalf. Applicants should invite all full-time colleagues within their discipline to submit letters.³⁵ With the candidate’s permission there should also be included with these documents a report of all academic counseling rendered the faculty member during his or her probationary period if such counseling has occurred. The Committee will consider the application and make appropriate recommendations in each case to the Dean of the College, who will forward them to the President of the College for final approval.

7.11 CRITERIA FOR PROMOTION

Criteria are established below for promotion to Professor and, in applying these criteria, the Faculty Personnel Committee should focus primarily on the applicant’s performance since promotion to Associate Professor. In addition to evidence supplied initially by the applicant, the Faculty Personnel Committee may obtain additional evidence using procedures developed by the Committee and approved by the Faculty. The following sources may be considered: the applicant; the Dean of the College; the applicant’s associate dean; colleagues, including those teaching in the same discipline; students; and alumni.

Promotion from the rank of Associate Professor to the rank of Professor shall result from significant achievement in the following areas, with particular but not exclusive attention to achievement since promotion to Associate Professor.³⁶

7.11.1 Teaching Effectiveness

The applicant shall submit evidence of a sustained record of effectiveness as a teacher and a continuing pattern of professional growth, which contributes to the curricular enhancement of the College. Examples of such growth could include, but are not limited to, mastery of content and technique, development of integrative courses, and appropriate versatility in course offerings.

7.11.2 Scholarly Achievement³⁷

The applicant shall submit evidence of sustained scholarly achievement related to her or his field as recognized by peers both within and without the College. Expected indicators include contributions that have been favorably evaluated by a jury of one’s peers, such as publications,

³⁴ Amended by the Faculty in October 1997, and approved by the Board of Trustees on February 5, 1998; amended by the Faculty in September 2006, and approved by the Board of Trustees in October 2006.

³⁵ Amended by the Faculty in November 1999, and approved by the Board of Trustees on February 3, 2000.

³⁶ Amended by the Faculty on April 21, 1998, and approved by the Board of Trustees on May 19, 1999.

³⁷ Amended by the Faculty on December 1, 1992.

presentations, performances, exhibitions or other scholarly works. This criterion should be evaluated with reference to the appropriate disciplinary statement on scholarship.³⁸

7.11.3 Advisement of Students

The applicant shall provide evidence of continued success in serving students as outlined in the tenure criteria.

7.11.4 Collegial Performance

The applicant shall indicate the means by which he or she has continued to serve with distinction the collegial needs of the College and the community.

7.12 Some faculty members serve in academic administrative positions that include reallocated time from teaching. Applicants will cite typical evidence of teaching effectiveness, scholarship and professional productivity, advisement of students, and collegial service. Some applicants may also choose to cite relevant academic administrative activities and accomplishments, including those related to their administrative position description, as evidence that they have met the criteria for promotion.

7.12.1 Teaching Effectiveness

Applicants will provide evidence of the quality of their own teaching consistent with the criteria for the rank for which they are applying. Applicants may also demonstrate how they have, in their administrative role, successfully enhanced the quality of teaching at the College.

7.12.2 Scholarship and Professional Productivity

Applicants will present evidence of their contributions to their fields consistent with the criteria for the rank for which they are applying and with the College's definition of scholarship. Applicants may also cite grant applications, presentations and publications that address academic administrative issues and practices or issues in higher education at professional and scholarly meetings or related journals, or other work related to their role as academic administrators as evidence of successful scholarship or professional productivity.

7.12.3 Advisement of Students

Applicants will provide evidence of the quality of their own academic advising consistent with the criteria for the rank for which they are applying. Applicants may also demonstrate how they have, in their administrative role, successfully enhanced the quality of academic advising at the College.

7.12.4 Collegial Activities

Applicants will provide evidence of effectiveness in meeting the collegial expectations of the College. Academic administrators lead and serve within specified domains of the College. They also are, by virtue of their positions, members or leaders of standing College committees, appointed to special working groups or task forces, and representatives of the College.³⁹

Applicants may also provide evidence of the quality of their performance in these roles as evidence of having met the collegial expectations of the College.

7.13 Applications for promotion, together with all supporting documents, shall ordinarily be in the hands of the Dean of the College by February 1. Recommendations of the Faculty Personnel Committee shall be reported to the Dean of the College by the Wednesday prior to Commencement.⁴⁰ Each recommendation should be presented to the Dean with supporting reasons.⁴¹

³⁸ Amended by the Faculty on April 24, 2014.

³⁹ Amended by the Faculty on October 23, 2007, and approved by the Board of Trustees on February 8, 2008.

⁴⁰ This reporting date was amended by the Faculty on April 24, 2012.

⁴¹ Amended by the Faculty on April 25, 1995, and approved by the Board of Trustees on May 15, 1995.

7.14 The Dean of the College will keep the applicants informed as to the status of their applications. The Dean shall transmit the Committee’s recommendation and the Dean’s own to the President who shall take action. When the two recommendations do not agree, the chair of the Committee and the Dean will meet with the President to discuss the recommendation letters submitted by the Committee and the Dean. In the event that the President does not agree with the Committee’s recommendation, the President shall confer with the Committee, indicating the reasons for the disagreement, before sending the recommendations to the Board of Trustees. The President shall notify the candidate of the final decision. After receiving notification of the final decision, the faculty member may ask the President for an opportunity to review the recommendations submitted by the Dean of the College and by the Faculty Personnel Committee. If requested, the President shall provide access to the recommendations and give whatever explanation the President deems concordant with the confidential nature of the material submitted and the right of the Faculty member to know.

7.15 Faculty members who believe that their requests for promotion and/or tenure have been given inadequate consideration by the Faculty Personnel Committee are entitled to review by the Faculty Review Committee.

8 FACULTY PERSONNEL COMMITTEE

The Faculty Personnel Committee shall consist of eight members: seven faculty members elected by the Faculty, and the Dean of the College as an ex-officio member, without vote. The faculty members must have permanent tenure and have been employed full-time with faculty status for two years at St. Norbert College.

The slate of elected members shall be retired in the following manner: three the first year, two the second year, and two the third year. Thereafter members shall be elected for three-year terms to fill the offices vacated. Each year the Committee shall select its chair from among the seven elected members.⁴²

The Committee makes recommendations on promotion and tenure of faculty according to the policies and procedures outlined in Articles 6 and 7 of the Faculty Policy Statement [Section IV: 6 and 7]. The Committee also acts on cases of termination for cause. When the Committee is so acting, the Dean does not function as a member of the Committee. Its functions, however, will not be limited to the above. Faculty members may not apply for promotion while serving on the Committee.

9 FACULTY REVIEW COMMITTEE⁴³

9.1 FUNCTIONS

The primary function of the Faculty Review Committee is to determine whether a recommendation of the Faculty Personnel Committee was the result of following procedures and applying standards consistent with the requirements stated in the *Faculty Handbook*, with the understanding that the Review Committee will not substitute its judgment on the merits of the case for that of the Faculty Personnel Committee.

⁴² Amended by the Faculty on March 19, 1996, and the Board of Trustees on May 13, 1996.

⁴³ Amended by the Faculty on November 30, 2004, and the Board of Trustees on February 11, 2005.

9.2 MEMBERSHIP

The Faculty Review Committee shall consist of three elected tenured members at the rank of Associate or Full Professor⁴⁴ (at least one of whom shall be a former member of the Faculty Personnel Committee). The term of service shall be three years, with one term coming to an end each year. Members should be prepared for the possibility that the Committee may occasionally meet during the summer.

9.3 THE REVIEW PROCESS

Prior to appealing to the Faculty Review Committee, and within fifteen days of being informed of the denial of promotion and/or tenure, the applicant who may wish to appeal must request from the President a formal letter explaining the rationale for the denial (see Section II: 6.4.3 and Section II: 7.5, above). If the applicant then wishes to appeal, she or he must submit a letter explaining the reasons for the appeal, a copy of the President's letter, and any other pertinent information to the Faculty Review Committee within thirty days of the applicant's receipt of the President's letter.

The Faculty Review Committee, after due consideration, may decide that there are insufficient grounds for further action and so notify the applicant. On the other hand, the Faculty Review Committee may decide that there are sufficient grounds for further enquiry, in which case it will notify the applicant, the Chair of the Faculty Personnel Committee, the Dean, and President.

In response to this notification, the Faculty Personnel Committee (comprised of the members serving when the decision in question was made) is required to provide the Faculty Review Committee with: 1) a copy of the Faculty Personnel Committee's letter informing the Dean of its decision; 2) a description of the procedures and chronology of events leading to the decision; and 3) an interview with the Associate Dean and one other member of the Faculty Personnel Committee (to be determined by the Faculty Review Committee in consultation with the Faculty Personnel Committee).

At this point, the Faculty Review committee may determine: 1) that the Faculty Personnel Committee did follow procedures and apply standards consistent with the requirements stated in the *Faculty Handbook*, and no further action is required; or 2) that the Faculty Personnel Committee that made the original decision must reexamine the application, focusing on the point or points in dispute. In the first case, the Faculty Review Committee will notify the applicant, the Dean, and the President of its decision. In the second case, the Faculty Personnel Committee will notify the Faculty Review Committee, the Dean, and the President of its action either affirming or reversing its original decision. In either case, the Faculty Personnel Committee will provide the Faculty Review Committee with a justification for its final decision. The Faculty Review Committee will then notify the applicant.

With the exceptions implied by the communications mandated above, the Faculty Review Committee will regard all deliberations and notes as confidential.

10 ASSOCIATE DEANS, PROGRAM DIRECTORS, AND DISCIPLINE COORDINATORS⁴⁵

10.1 ASSOCIATE DEANS

Associate deans are appointed by the President of the College on the recommendation of the Dean of the College and Vice President for Academic Affairs after consultation with the division. Prior to the search

⁴⁴ Amended by the Faculty on September 20, 2011, and the Board of Trustees on October 15, 2011.

⁴⁵ Amended by the Faculty on November 30, 2004, and the Board of Trustees on February 11, 2005.

process, a division and the Dean will agree on the process that allows the division to offer advice on the choice or its associate dean.

The associate dean is responsible to the Dean of the College for the policy and conduct of the division. He or she shall act as the spokesperson for the division in its relations with the Dean of the College and with the other divisions. The associate dean of a division is responsible for (1) working with the disciplines in recruiting new faculty, (2) mentoring and evaluating faculty⁴⁶ and making recommendations for tenure, promotion, and sabbatical leaves, (3) supervising divisional staff as appropriate, (4) coordinating and monitoring of courses and class schedules, (5) working with the Director of Advisement with the disciplines on assessment, strategic planning and program review, (6) working with the Director of Advisement on the assignment of advisees, (7) calling and presiding over divisional meetings, (8) working with the divisional advisory council on grade appeals and other matters, (9) promoting collaborative research projects between faculty and students, (10) promoting the development of grant proposals, (11) monitoring of budgets, and (12) attending to other matters as assigned by the Dean of the College.

10.2 DISCIPLINE COORDINATORS

- 10.2.1 The office of discipline coordinator rotates among tenured and tenure-track faculty for a two-year term. This term can be renewed with the support of the discipline Faculty and the consent of their associate dean.
- 10.2.2 A discipline coordinator is responsible for facilitating the completion of the following disciplinary tasks: (1) regular meetings of the discipline Faculty, (2) coordinating scheduling of courses, (3) the on-going processes of assessment of student outcomes, reviews of the discipline program, and strategic planning, (4) working with the Admissions Office, (5) supervising student assistants, (6) monitoring the discipline budget, (7) and filing the discipline's annual assessment report with the Office of Institutional Effectiveness, and a more general annual report with the associate dean.

10.3 PROGRAM DIRECTORS

The directors of Business Administration, Education, and Music are appointed by the Dean of the College and Vice President for Academic Affairs for set terms upon the recommendation of the associate dean of the division after consultation with the discipline Faculty. In addition to the responsibilities of the discipline coordinators, the directors have specific duties as spelled out in their letters of appointment.

11 OFFICIAL LEAVES OF ABSENCE

11.1 SABBATICAL LEAVES

- 11.1.1 Sabbatical leaves are intended to promote the professional growth and effectiveness of a faculty member by affording her or him intellectual stimulation in the form of study, research, travel, or other creative intellectual activity. Although supplementary fellowships and grants may be accepted by a faculty member on sabbatical leave, remunerative employment is permitted only with the approval of the President of the College and the Dean of the College.
- 11.1.2 Sabbatical leaves are not granted automatically. They are granted upon application and upon the basis of an approved program of activity. Faculty members who have been granted tenure and completed three academic years at St. Norbert College on full-time appointments are

⁴⁶ See Section V on evaluation procedures.

eligible to apply for their first sabbatical leave.⁴⁷ Additional sabbatical leaves may be awarded upon completion of six additional academic years at St. Norbert College. Every eligible faculty member is encouraged to apply for sabbatical leave as soon as possible after becoming eligible.

- 11.1.3 Sabbatical leaves for one semester shall be at full salary, including usual fringe benefits. Sabbatical leaves for one year shall be at half salary, including usual fringe benefits. The College requires that a faculty member will return for a minimum of one year of full-time appointment following a sabbatical leave, or reimburse the College for salary, replacement costs, and non-salary expenses awarded to support the sabbatical project.⁴⁸
- 11.1.4 A faculty member who meets all requirements for promotion and tenure and who is on sabbatical leave is eligible for promotion and/or tenure.
- 11.1.5 Faculty members who believe that their requests for sabbatical leaves have been given inadequate consideration by the Sabbatical Committee are entitled to review by the Faculty Review Committee. In this case, the Review Committee will function as described in the Faculty Policy Statement [Section II: 9].

11.2 NON-SABBATICAL LEAVES

- 11.2.1 Leaves without compensation may be granted for approved purposes, but not until after three years of full-time service at St. Norbert College and ordinarily not for more than one year.
- 11.2.2 Time spent on non-sabbatical leaves will not count toward eligibility for promotion, sabbatical leaves, or tenure.
- 11.2.3 A faculty member on non-sabbatical leave will be given usual consideration for advancement in rank and salary.

11.3 PROCEDURE FOR OBTAINING LEAVES

See also “Sabbatical Leaves” in Procedures and Information [Section IV: 6]

- 11.3.1 Sabbatical applications shall be submitted to the Dean of the College and Academic Vice President through the appropriate associate dean by September 30.
- 11.3.2 Formal applications for unpaid leaves, which do not need the approval of the Sabbatical Committee, should be submitted as early as possible, but no later than the semester prior to the leave requested. Approval of a leave will depend upon a judgment as to whether or not the leave will significantly diminish the educational program or finances of the College, as determined by the Dean of the College and the appropriate associate dean.
- 11.3.3 All applications for leaves of any type must include a program of proposed activities.
- 11.3.4 After consulting the Associate Dean of the appropriate division and the Sabbatical Committee, the Dean of the College will make a recommendation to the president of the College. Leaves will be granted by the Board of Trustees upon recommendation of the President of the College.
- 11.3.5 In the case of academic administrators at or above the Divisional level who have completed a full term of office (five years or more) and intend to return to full-time teaching , the President

⁴⁷ Approved by the Faculty on December 1, 2009.

⁴⁸ Approved by the Faculty on October 28, 2008. If the Faculty member accepts a position at another institution or organization, which would preclude fulfilling the obligation of returning to St. Norbert College for at least a year following the sabbatical, the faculty member would be expected to negotiate full reimbursement to St. Norbert College as part of the compensation package.

may grant a sabbatical leave based upon the administrator’s proposal and the recommendation of the Dean of the College. The President would identify the funding source not to include the Faculty Improvement Fund.⁴⁹

- 11.3.6 The faculty member shall submit a written report to the Dean of the College after completion of any leave.

12 PROFESSOR EMERITA AND EMERITUS⁵⁰

The rank of Professor Emerita or Professor Emeritus may be conferred by the Board of Trustees on a member of the Faculty at the time of her or his retirement as a teaching faculty member of the College if they have served with distinction for at least 10 years. The Dean of the College and Academic Vice President will make the recommendation to the Trustees in consultation with the candidate’s discipline and associate dean. The rank recognizes extensive and high quality service to the institution, and the rank is normally conferred at the commencement exercises held in the spring of the retirement year.

The rank establishes appropriate privileges, including continued structural support, such as the use of office space (depending upon availability) and automatic retention of computer account, faculty I.D., and library card. Emeritae and emeriti are invited to use their particular talents in specific ways that benefit the College community. When desirable for both the individual and the College, they may teach, with the advice and consent of the respective discipline, associate dean, and Dean of the College.

When a member of the Faculty intends to retire, their associate dean will be responsible for initiating and monitoring the process that leads to Emerita or Emeritus status. The Office of Faculty Development will be responsible for encouraging a continuing productive relationship between emerita and emeritus faculty and the College.

Procedure: The President recommends conferral of the rank to the board of Trustees, having consulted with the appropriate associate dean, the Dean of the College, and the Faculty Personnel Committee.

13 RETIREMENT POLICY

13.1 PHILOSOPHY

The retirement program at St. Norbert College reflects two basic facts. First, individual faculty members have different retirement goals, objectives, and timetables. Second, there are substantial numbers of tenured senior faculty at the College.

It is with these two considerations in mind that the College has developed a number of retirement options for senior faculty members that will serve as attractive alternatives to full employment. These options include a choice of early, phased, or full retirement. The options are designed to enable the individual faculty member to make the choice best suited to her or his own retirement needs and plans.

⁴⁹ Approved by the Faculty on April 25, 1995, and the Board of Trustees on May 15, 1995.

⁵⁰ Amended by the Faculty in October 1997, and the Board of Trustees on February 5, 1998.

13.2 POLICY GUIDELINES

- 13.2.1 Age 65 will continue to be the normal retirement age for the College. However, this age is subject to change depending on what the federal government may do regarding Social Security, Medicare and National Health Care.⁵¹
- 13.2.2 Anyone eligible for the phased or early retirement options will have been employed on a full-time appointment at St. Norbert College for a minimum of 10 years prior to age 65.
- 13.2.3 Faculty retired as of September 1, 1995, and faculty age 55 and older or having 30 years of service as of that date will have no change in the benefits they receive when they retire except the premium share which active employees must pay. This means that for faculty members selecting retirement prior to age 70, the College will pay for health coverage health premium costs at the same level as for active employees to age 65. After age 65, the supplemental health coverage for the faculty member and eligible dependents will be provided to age 70 with cost sharing at the same rate as active employees. After age 70, retired faculty members or surviving spouses are eligible to continue to participate in the group supplemental health program at 50% of premium and any future increases.

Faculty under the age of 55 on September 1, 1995, will be eligible to begin early retirement at age 55, and will pay 100% of all premium costs until age 60 at which time premium will be based on age and years of service:

- Age 60 with 20 years – 45% of monthly premium
- Age 60 with 25 years – 40% of monthly premium
- Age 60 with 30 years – 35% of monthly premium

At age 65, a retiree’s share of the premium will be 50% of premium and any future increases.⁵²

- 13.2.4 The selection of a phased retirement option must be endorsed by the Dean of the College, recommended by the President, and approved by the Board of Trustees. Employment assignments during phased retirement will be negotiated between the faculty member and the Dean of the College in terms of the faculty member’s preferences and the staffing needs of the College. The specific terms of the individual phased-retirement plan will be formalized in a contractual agreement between the faculty member and the College.
- 13.2.5 Once a faculty member enters into a defined early or phased retirement agreement, the amount of time worked cannot be increased in future years without mutual agreement between the faculty member and the College.
- 13.2.6 The Benefits Manager will be available to interested faculty members.
- 13.2.7 For faculty electing early or phased retirement, the College will provide reasonable access to College services and privileges.
- 13.2.8 Additional efforts will be made to maintain a continuing relationship between all retirees and the College.

13.3 PROGRAM PLANNING ASSUMPTIONS

- 13.3.1 Financial objectives in the various options are defined in terms of net pay (“take home pay”), both before and after retirement. (Net or take home pay is the amount available to the faculty member after usual deductions for withholding on state and federal income taxes, F.I.C.S., etc.)
- 13.3.2 TIAA-CREF

⁵¹ Amended by the Board of Trustees on May 15, 1995.

⁵² Amended by the Board of Trustees on May 15, 1995.

- 13.3.2.1 Annuity income usually begins at the normal retirement age, but may begin at any time after age 55.
- 13.3.2.2 Retirement options are at the discretion of the owner of the annuity; an annuity plan other than single life will reduce annuity benefits.
- 13.3.3 Social Security – please check with the current regulations at www.ssa.gov for benefits and the most recent up-to-date rules and information.

13.4 OPTIONS

Based on the preceding assumptions, the following are employment and retirement options available to faculty members. Available benefits for each option will be identified by the following letters:

- a1) Normal health insurance coverage
- a2) Supplemental health insurance coverage with Medicare A and B also providing coverage
- b) Life insurance based on the faculty member's salary in accordance with College policy
- c) Long-term disability insurance based on the faculty member's salary in accordance with College policy
- d) Contributions to a retirement contract based on the faculty member's salary in accordance with College policy
- e) FICA (Social Security tax based on the faculty member's salary)

13.4.1 Available to Faculty Ages 60 to 65

13.4.1.1 Full Work Schedule with commensurate salary.

Benefits: a1, b, c, d, and e.

13.4.1.2 Phased Retirement

13.4.1.2.1 Reduced work schedules with commensurate salary.

- 2/3-time and benefits a1, b, c, d, e, with b and d equal in amount to what the faculty member would have received with a full work schedule.
- 1/2-time and benefits a1, b, c, d, e, with b and d equal in amount to what the faculty member would have received with a full work schedule.
- 1/3-time and benefits a1, b, c, d, e, with b and d equal in amount to what the faculty member would have received with a full work schedule.
- 1/3-time with salary up to the Social Security annual earnings test maximum and benefits a1, b, c, d, e, with b and d equal in amount to what the faculty member would have received with a full work schedule.

13.4.1.2.2 Additional income options

- Retirement payments from TIAA-CREF. The dollar amount will be based on accumulations at the time benefits begin, actuarial tables, and the personal choice from among TIAA-CREF retirement options available. Concurrent employment in a phased retirement option at St. Norbert College will allow continuing payments by the College and faculty member into a TIAA-CREF annuity plan.
- Social Security payments – please check with the current regulations at www.ssa.gov for benefits and the most up-to-date rules and information.

13.4.1.3 Full Retirement

Benefits a1 and b, with b equal in amount to what the faculty member would have received with a full work schedule in the year prior to the date of full retirement, plus an annual payment equal to the College's retirement contribution in the final year of the faculty member's full-time employment. This annual payment will be reported as taxable income.

13.4.2 Available to Faculty Ages 65 to 70

13.4.2.1 Full work schedule and commensurate salary (if the faculty member was full-time from age 60 to 65.

Benefits a1, b, c, d, and e.

13.4.2.2 Phased Retirement

13.4.2.2.1 1/3-time [see Section II: Article 13.2.5] with salary up to the Social Security annual earnings test maximum and benefits a1, b, c, d, e, with b equal in amount to what the faculty member would have received with a full work schedule.

13.4.2.2.2 Additional income options

- Retirement payments from TIAA-CREF. The dollar amount will be based on accumulations at the time benefits begin, actuarial tables, and the personal choice from among TIAA-CREF retirement options available.
- Social Security payments – please check with the current regulations at www.ssa.gov for benefits and the most up-to-date rules and information.

13.4.2.3 Full Retirement

Benefits a2, and b, with b equal in amount to what the faculty member would have received with a full work schedule in the year prior to the date of full retirement.

13.4.3 Special Circumstance Options

In special circumstances, other options may be available after age 55. Individual cases may be discussed with the Benefits Manager before submission to the Dean of the College.

13.5 RETIREMENT COUNSELING

The Benefits Manager in the Human Resources Office will be available to assist any faculty interested in investigating phased, early, or full retirement. The Manager will review the available options but will serve in an advisory capacity only. Decisions about the advisability of phased, early, or full retirement and the specific option desired will be the responsibility of the individual faculty member.

13.6 REVIEW OF PROGRAM OBJECTIVES

This program was designed to achieve several objectives:

- 13.6.1 To offer faculty members the opportunity to elect an early or phased retirement.
- 13.6.2 To assure that reasonable “take home pay” objectives can be provided for faculty choosing these options.
- 13.6.3 To provide for the hiring of new faculty to replace those who choose early or phased retirement.
- 13.6.4 To assure that the total program operates on a fiscally sound basis.

13.7 ANNUAL PROGRAM REVIEW

This program will be reviewed annually by the President and the President’s Cabinet in terms of objectives stated above. Any appropriate policy adjustments or changes will be recommended to the Board of Trustees after having been announced and discussed at a regular Faculty Assembly.

14 ADDITIONAL BENEFITS

Worker's compensation and group life, medical, and income protection insurance are available for full-time faculty members. Complete details of these programs are available in the Office of Human Resources.

15 FACULTY ENDOWMENT FUND GRANTS

To provide grants, from time to time, for full-time faculty members not on a terminal contract for further professional growth, the Board of Trustees, acting on the recommendation of the Faculty Personnel Committee and the President of the College, for requests greater than \$5,000 (or the President of the College, acting on the recommendation of the Faculty Personnel Committee, for requests less than \$5,000) is empowered to assign monies from the Faculty Endowment Fund, according to the following principles:

- Do not invade the principal of the fund; expend interest only.
- One-third of the actual interest is to be allocated to the Faculty Development Fund and two-thirds to the Faculty Personnel Fund.
- Residual earnings not currently used for the purposes specified below are to be returned to the fund principal.
- Beyond the Leonard Ledvina Outstanding Teacher Award – which is a Presidential function – all disbursements of interest from the fund should be made after consultation with either the Faculty Personnel Committee or the Faculty Development Committee, depending upon whether the disbursements are made through the Faculty Personnel Fund or the Faculty Development Fund.
- for the following reasons:
 - To further the education of faculty in relation to the needs of the College.
 - To provide for replacement of faculty on leave, where necessary to maintain the quality of the program.
 - To support the annual Leonard Ledvina Outstanding Teacher Award, given annually to an outstanding member or members of the Faculty.
 - To provide support for professional growth activities and projects for faculty members.
 - To fund other uses appropriate to faculty support as approved by the Board of Trustees.
- and subject to the following conditions:
 - It is understood that in accepting such a grant, the faculty member will return to St. Norbert College upon completion of his or her work to resume a teaching assignment. In the event that the faculty member does return to the College but fails to remain for five years following her or his return, it is understood that the faculty member will repay one-fifth of the total of the grant for each year of the five not served at the College.
 - Exceptions to this provision include the following: all group projects, all projects for general Faculty development, and all individual grants under \$500.

Guidelines for the awarding of these grants will be found in Section IV of the *Faculty Handbook*.

16 FUNDS FOR FACULTY PROFESSIONAL DEVELOPMENT

Each full-time faculty member shall be entitled to divisional funding for professional development, provided monies have been included in the annual divisional budget. The following are examples of requests that may be funded:

- Participation or attendance at a professional conference
- Field trips and research endeavors

- Other, as negotiated with the appropriate associate dean

17 FACULTY WORKLOAD POLICY

17.1 NORMAL WORK LOAD

The normal full-time teaching load shall be three courses per semester, scheduled in accordance with the standard course schedule grid. In disciplines where some instruction is delivered in segments that depart from the standard course schedule (e.g., Music, Natural Science, Art, Teacher Education), equivalent contact hours per week shall count as a standard teaching load. No more than five separate course preparations shall be expected during an academic year.

17.2 SPECIAL ADJUSTMENTS TO WORKLOAD

Special adjustments from this workload may be appropriate in cases where the class size is excessive or where there is an excessive commitment of a faculty member to advising, committees, and administrative work. It should be noted here that ordinary service in these latter areas, in addition to the teaching load described above, is a part of the faculty member's normal workload.

17.3 RESPONSIBILITY FOR WORKLOAD DETERMINATION

Determination of workload in individual cases is the responsibility of the Associate Dean of the appropriate Division. Faculty members may appeal such decisions to the Dean of the College when there is question of their justice.

18 POLICY ON FINAL EXAMINATIONS

The system of scheduling final examinations during a special period set aside for this purpose has been developed for the benefit of the student. Departures from the schedule -- namely the giving of final examinations, whether cumulative or non-cumulative, prior to the assigned period -- creates problems for the student and interferes with the work of other faculty members. Under pressure to prepare for such examinations, students cut classes in other courses at precisely the time in the evolution of the course work when instructors are synthesizing the various ideas and techniques developed throughout the semester. This practice also deprives a student of time for the review and reflection that should precede final examinations.

Whether or not a final examination is given in any particular course is a matter for the instructor to decide. When final examinations are given, however, the rule is clear: they must be given at the time assigned for them in the schedule. When take-home examinations are used, they should be scheduled for return to the instructor during the scheduled examination time; instructors cannot require an earlier return time.

The last examination in a course may not be given during the last week of classes. A unit examination may be given during the last week of classes only if it is followed by a final examination given at the scheduled time. Violations of this policy should be reported to the appropriate Associate Dean.

Any change in examination times must be approved by the Registrar or the Dean of the College.

SECTION III: ACADEMIC REGULATIONS

1 COURSE SYSTEM

St. Norbert College has a course system rather than a semester-hour credit system. For graduation each student must submit 32 successfully passed courses. All courses are to be transcribed as semester hours in which one full course is equivalent to four semester credits.

2 CLASS SCHEDULES

A primary purpose of the course system is that academic credit for courses be measured in terms of educational objectives rather than in terms of number of class meetings per week. To allow faculty members the maximum possible flexibility in planning patterns of class meetings, a schedule has been developed that allocates 180 minutes of class time, typically meeting either 2 x per week for 90 minutes each or 3 x per week for 60 minutes each. Each instructor will request the sequence that best fits his or her teaching needs. She or he is free to use the periods within the sequence assigned for a course as he or she judges proper, using all of them or some of them or none of them from week to week as the faculty member wishes.

3 STUDENT COURSE LOAD

A normal course load for a full-time student is three to four courses per semester. No student may take more than 4.5 courses in any given semester except by permission of her or his advisor.

4 TRANSFER COURSES FROM OTHER INSTITUTIONS ⁵³

Once a student has been enrolled at St. Norbert College full-time, only three transfer courses from other institutions may count toward the 32 courses required for graduation unless (1) the courses are part of programs affiliated with the College, including SNC study abroad programs, (2) the courses are part of a non-affiliated study abroad program that has been approved for a particular student by the International Education Committee and endorsed by the Dean of the College prior to the student's departure, or (3) by special permission from the Dean of the College (or the Dean's designee).

5 GRADING SYSTEM ⁵⁴

The grading system at St. Norbert College is based on the assumption that a student either receives credit or does not receive credit for work undertaken. Credit can be earned for the same or equivalent course of study

⁵³ Amended by the Faculty on January 25, 2005, and the Board of Trustees on February 11, 2005. These requirements will apply to students entering the College in or after Fall 2005. Students who entered before that time are governed by the previous policy.

⁵⁴ Amended by the Faculty on February 9, 1999, and the Board of Trustees on May 17, 1999. Amended to include S/U and NT by the Faculty in October 2005, and the Board of Trustees in February 2006.

only once. The quality of a student's work is expressed in grades and grade points. A 4.0 grade point system is used under which a student earns grade points for each course successfully completed. If credit is denied, the marks of F, W, WF, U, NT, NR or I are shown next to the work undertaken. If credit is earned, a range in evaluation from A to D (letter grade mode courses) or S (S/U grade mode courses) is given to denote the quality of the work done. Grades in all courses attempted at or through St. Norbert College including WF shall be computed in the grade point average except those courses evaluated W, I, AU, NR, CT, TR, S, U, NT, or IP. St. Norbert College operates on a 4.0 grading system in which A signifies excellent performance marked by unusual ability and distinctive achievement; B signifies good performance marked by significant achievement; C signifies satisfactory performance; and D signifies marginal but passing work, and below the standard required for graduation. This grading system recognizes that student work may fall between the grades listed above. The intermediate grades of AB, BC, and CD can be given in such cases. When credit is not earned for a course, the following grades may be issued: F = Failure; W = Withdraw; WF = Withdrew Failing; I = incomplete; NR – Not Reported; U = Unsatisfactory; NT = Not Transferable. Audited courses, awarded and transfer credit are not calculated in the student's grade point average and are designated AU = Audit; AW = Awarded, and TR = Transferred, respectively. Continuing courses and courses currently in progress are designated CT = Continuing, and IP = In Progress.

Grade point per grade are awarded as follows:

A = 4.0	C = 2.0
AB = 3.5	CD = 1.5
B = 3.0	D = 1.0
BC = 2.5	F = 0.0

A grade of S (Satisfactory) indicates satisfactory performance, and a grade of U (Unsatisfactory) indicates a non-passing grade. Master's Thesis and Advocacy Projects are to be graded on a Satisfactory or Fail basis.⁵⁵ Grades of W, S, U, TR (during study abroad), and NT (issued for less than C graded courses during study abroad) are counted in a student's attempted credit for academic progress evaluation. The Curriculum and Educational Policy Committee must approve the grade mode of all courses to be offered on an S/U/ basis.

6 GRADING PRACTICES ⁵⁶

The following policy statement pertains to the assignment of grades by members of the Faculty:

6.1 BASIS FOR GRADE

A grade shall reflect a student's achievement, performance, and mastery of a course.

Other factors (such as effort, the self-esteem of the student, or the placement prospects of the student) shall not be important in the assignment of grades.

6.2 GRADING STANDARD

A grade shall be assigned in a manner consistent with the definition of the grade in the College Catalogue (e.g., an "A" shall be awarded only if a student's performance achieved excellence).

6.3 SYLLABUS GRADING STATEMENT

Faculty members shall include a statement in each course syllabus which explains the expected levels of performance associated with each grade.

⁵⁵ Amended by the Faculty on September 16, 2003, and the Board of Trustees on May 17, 2004.

⁵⁶ Amended by the Faculty on February 9, 1999, and the Board of Trustees on May 17, 1999.

7 GRADES OF INCOMPLETE

The designation of “Incomplete” is used when a student has not completed some work or the final examination for a serious reason beyond his or her control. The work must be completed and a grade received by the Registrar within five weeks after the beginning of the following semester or the “Incomplete” will automatically become a “failure.” In rare cases, faculty may request and the Registrar may approve the extension of the five week due date up to the last class day of the current session.

8 CHANGE OF GRADES

Grades become final upon receipt in the Registrar’s office and may not be changed thereafter unless a clerical error was made in recording the grade originally, or upon successful appeal of a grade. No grade may be changed after one year from the date the grade is originally given.

9 GRADE APPEALS

9.1 PREFACE

The purpose of the St. Norbert College policy on the appeal of grades is twofold: to protect the student from prejudiced and capricious academic evaluation, and to protect the professional rights and academic freedom of the faculty member in assigning grades.

9.2 PROCEDURES FOR APPEALING GRADES

- 9.2.1 A student who feels he or she has received an inaccurate or unfair grade must first consult the instructor. This consultation must take place and the appeal process begun, no later than six weeks after the beginning of the semester following the assignment of the disputed grade.
- 9.2.2 The instructor should explain to the student the process of arriving at the grade.
- 9.2.3 If the issue remains unresolved, both the student and the instructor are required to put their explanations in writing.
- 9.2.4 The written statements and any supporting documents are forwarded to the appropriate associate dean who will convene the Divisional Advisory Council ⁵⁷ to consider the appeal. The Council will investigate the dispute and make a decision. The Advisory Council is free to consult faculty and students from the discipline concerned, and the individual disputants, in arriving at its decision. If the faculty member whose grade is being challenged is not a member of a division, the appeal is sent to the Dean of the College. The Dean will convene the three divisional associate deans who will act in lieu of an advisory council. If the appeal involves an instructor in physical education, the Athletic Director will also be a member of the appeal board. ⁵⁸
- 9.2.5 A copy of the advisory council’s decision will be sent to the faculty member, the student, and the Registrar.

⁵⁷ Due to the professional nature of these deliberations, any student representatives to Divisional Advisory Councils do not attend grade appeals.

⁵⁸ Approved by the Curriculum Committee on October 31, 2000.

- 9.2.6 If either party wishes to challenge the decision of the advisory council, an appeal must be made directly to the Dean of the College as soon as possible after receipt of decision. Action by the Dean on an appeal is final.

9.3 POSTSCRIPT

While a procedure for grade appeals is necessary, it is anticipated that most disagreements will be resolved at the first stage in the process - the conference between the faculty member and the student. The burden of proof rests on the terms “prejudiced and capricious.” While the policy is intended to uphold the faculty member’s use of professional judgment, it also acknowledges the student’s right to know the basis upon which she or he was evaluated and to challenge a perceived injustice through an orderly set of procedures. It is, therefore, the faculty member’s responsibility to preserve records of grades, as well as students’ papers and examinations that were not handed back, at least until the end of the sixth week of the following semester.

10 ACADEMIC HONOR CODE ⁵⁹

PREAMBLE

The St. Norbert College experience is rooted in a deep sense of *communio*, and is characterized by relationships that are based on mutual esteem, trust, sincerity, faith and responsibility. Nowhere are these characteristics more important than in the rigorous pursuit of academic excellence.

In that regard, academic honesty is one of our cherished values at St. Norbert College, and any form of academic misconduct is among the most serious of offenses.

The members of our College community are committed to upholding the academic integrity of the institution by addressing matters of academic misconduct with a formative process that is transparent, unbiased, and timely in both its methods and its outcomes. The guiding principle of this process is accountability for the consequences of one’s choices, informed by dialogue, in the pursuit of truth.

10.1 ACADEMIC MISCONDUCT

Academic misconduct is broadly defined as the attempt to unfairly advance one’s academic performance. It should be understood as the granting to oneself any kind of advantage not offered or available to one’s peers and colleagues. Academic misconduct can take many forms, including but not limited to:

- 10.1.1 Submitting for academic credit any work without properly acknowledging and citing sources.
- 10.1.2 The submissions of another person’s ideas or written work as one’s own. This includes papers purchased online, copied electronic spreadsheets, or any work that is created by anyone other than the student presenting the work for credit, regardless of how the work is procured.
- 10.1.3 Cheating on an examination, including using “cheat sheets,” accessing formulas or notes that have been stored on phones or other technology, or copying from peers.
- 10.1.4 Collaborating with others when it is contrary to the stated policy of the course.
- 10.1.5 Stealing examination or course materials or knowingly using such stolen materials. This includes stealing library or other College resources and unauthorized access to electronic materials.

⁵⁹ Adopted by the Faculty on April 23, 2013, and approved by the Board of Trustees in May 2013.

- 10.1.6 Obtaining information about a test or quiz from someone who has previously taken the examination. (This does not include tests returned from previous semesters, which may be considered part of the public domain.)
- 10.1.7 Communicating with someone else via text messaging or other technology during a test in order to obtain answers.
- 10.1.8 Falsifying or fabricating records, laboratory reports, or other data.
- 10.1.9 Submitting work previously submitted in another course.
- 10.1.10 Knowingly and intentionally assisting another student in any of the above, including assisting any arrangement whereby work is submitted or performed by a person other than the student who is getting credit.

10.2 ACADEMIC HONOR BOARD ⁶⁰

- 10.2.1 Each year, nine students (3 sophomore, 3 junior, and 3 senior) and four faculty members are selected to serve as an Honor Board pool for the entire academic year. The Student Government Association Executive Board will determine the procedure for the selection or election of student members of the Honor Board pool each spring. The Faculty will elect faculty members of the Honor Board pool for two-year terms. In addition, a faculty member will be appointed Honor Code Facilitator by the Academic Dean.
- 10.2.2 At the beginning of the fall semester, the Honor Board pool will be trained in Academic Honor Code procedures. Each member of the Honor Board pool is required to participate in such training before hearing cases.
- 10.2.3 When an Academic Honor Board is convened, three student members and two faculty members are selected from the Honor Board pool to hear each case, through a regular rotation plan decided upon at the beginning of the academic year. Pool members are thus offered an opportunity to hear cases, and will serve according to their availability. A regular member may decline participation in a case, if he or she would be unable to render an unbiased verdict. However, mere acquaintance with the Student Respondent will not be sufficient grounds to excuse oneself from participation.
- 10.2.4 If the alleged misconduct involves a graduate student, the Associate Academic Dean will work with the director(s) of the graduate program to appoint two graduate students who will temporarily serve on the Honor Board.
- 10.2.5 Hearings of the Academic Honor Board will be chaired by the College's trained Honor Code Facilitator, who has no vote.
- 10.2.6 Each semester, the Associate Academic Dean's Office will inform the campus community about cases involving confirmed academic misconduct through the campus newspaper, a campus-wide memorandum, or other appropriate means. These periodic reports will describe the general nature of the misconduct and any sanctions imposed. To ensure confidentiality, the reports will not include the names of individuals involved or details that might serve to identify individuals involved.

10.3 GENERAL PROCEDURES ⁶¹

- 10.3.1 Discovery and Conference Stage
 - 10.3.1.1 When a student or faculty member (the Reporter) discovers evidence of academic misconduct, he or she fills out a short online form, describing the misconduct. (Note:

⁶⁰ Modified by the Faculty on September 16, 2014 and November 18, 2014.

⁶¹ Modified by the Faculty on November 18, 2014.

Reporters must provide their own names and contact information on the reporting form. However, names of non-faculty Reporters will be held in confidence.)

- 10.3.1.2 The form is emailed to the Honor Code Facilitator, a member of the Faculty who has been trained in mediation techniques and honor code processes.
- 10.3.1.3 The Facilitator will communicate with the Reporter to determine the circumstances of the complaint and, if the Reporter is not the faculty member directly involved, consults with said faculty member to assess the merit of the case. Then, the Facilitator takes the following steps to initiate an Honor Code Conference (HCC):
 - Checks the record of the Student Respondent(s) for any previous instances of academic misconduct.
 - Determines the Student Respondent(s) need for assistance, such as an interpreter for an international student.
 - Discovers if there are aspects of the case that augment the severity of the academic misconduct, or that should be handled under the behavioral code.
 - Alerts the Registrar’s Office that a complaint has been received and that the student may be limited in her or his ability to withdraw from the course. If the case is not concluded by the end of the semester, an incomplete grade will be assigned, and a hold shall be placed on the Student Respondent academic records until the matter is settled. Appropriate sanctions and outcomes will be reported to the Registrar’s Office when the case is concluded.
 - Contacts faculty member and Student Respondent(s) involved, and arranges for meeting(s) to be held within five business days. If a Student Respondent does not cooperate with the Facilitator to arrange an HCC, that fact is reported to the Associate Academic Dean’s office and the case is referred to the Academic Honor Board. Upon request, the Facilitator may share specifics of the suspected academic misconduct with the Student Representative, if the Facilitator deems it appropriate and consistent with the right of the student to know.
- 10.3.1.4 The Facilitator convenes an HCC, and documents the proceedings.
 - 10.3.1.4.1 The Facilitator functions as impartial observer and facilitator, while the faculty member interviews the Student Respondent and presents evidence related to the alleged misconduct. No other parties are involved in the HCC. (Note: If the Facilitator is the faculty member involved in the case, the Associate Academic Dean may serve as the Facilitator)
 - 10.3.1.4.2 During the Honor Code Conference:
 - If the Student Respondent maintains innocence and can explain the circumstances surrounding the alleged misconduct to the faculty member’s satisfaction, then no academic misconduct will have been found and the matter will be considered closed.
 - If the Student Respondent maintains innocence but the faculty member considers the matter unsettled, or if the Student Respondent admits to academic misconduct and has had a previous instance of proved academic misconduct, the case will be referred to the Academic Honor Board.
 - If the Student Respondent admits academic misconduct, and has no previous instance of proved academic misconduct, the Facilitator will present the HCC participants with a range of sanctions typical for the type of misconduct involved. (See “Sanctions,” below.)
 - 10.3.1.4.3 Before the end of the HCC, the participants will review and agree upon the results of the meeting, including any specific sanctions (Note: The Facilitator is

- responsible for ensuring that any imposed sanctions are substantive and conform to sanctioning norms). If an agreement on the sanction cannot be reached, the case will be referred to the Academic Honor Board.
- 10.3.1.4.4 At the conclusion of the HCC, all parties have the opportunity to ask any final questions, in order to fully understand the process and the results of the Honor Code Conference.
 - 10.3.1.4.5 Participants sign and date an Honor Code Conference Agreement that outlines the results of the meeting (Note: When an HCC has been documented with a signed Conference Agreement, neither the Student Respondent nor the faculty member may later alter or appeal any sanction that was agreed upon). The signed Honor Code Conference Agreement is sent to the Associate Academic Dean's office, and copies are sent to the Student Respondent and the faculty member.
 - 10.3.1.4.6 If the Student Respondent does not attend the scheduled HCC, that fact is reported to the Associate Academic Dean's office and the case is referred to the Academic Honor Board.
- 10.3.2 Honor Board Hearing Stage
- 10.3.2.1 The Facilitator contacts the Associate Academic Deans office (AAD) and requests that an Academic Honor Board be convened.
 - 10.3.2.1.1 The AAD sets a date and time for the hearing – to be held within 6-10 business days after notification by the Facilitator – also arranging for a meeting room and any equipment necessary to create a sound-recording or transcription of the proceedings.
 - 10.3.2.1.2 The AAD notifies all parties (Student Respondent, faculty member, Facilitator, Honor Board members) about the time and location for the Honor Board hearing.
 - 10.3.2.1.3 Hearing participants are invited to submit to the AAD evidence and any additional printed materials that are to be presented at the Honor Board hearing. All such materials must be delivered to the AAD four business days prior to the Honor Board hearing, for duplication and distribution. Copies of printed materials will be provided by the AAD to all parties (Student Respondent, faculty member, Facilitator, Honor Board members) at least two business days prior to the Honor Board hearing.
 - 10.3.2.2 The Honor Board convenes a hearing to address the case and to question the Student Respondent and faculty member involved.
 - 10.3.2.2.1 Members of the Honor Board, the faculty member, the Facilitator, and the Student Respondent shall attend the hearing. The Student Respondent may ask another person to attend the hearing for support, provided such person is not an attorney engaged in the regular practice of law. During the hearing, this individual may communicate with the Student Respondent, but will not be allowed to address the Honor Board. (Note: The Facilitator will determine if the Student Respondent may require additional assistance, such as an interpreter, who will also be permitted to attend the hearing).
 - 10.3.2.2.2 If the Student Respondent or the faculty member is unable to attend the Honor Board hearing, or if the Student Respondent refuses to participate, the hearing may proceed as scheduled, with a quorum of the Honor Board present.

- 10.3.2.2.3 Under extraordinary circumstances and with the approval of the AAD, invited parties may be allowed to participate in an Honor Board hearing by means of electronic communication.
- 10.3.2.2.4 All parties will remain for the duration of the Honor Board hearing and until the hearing is concluded, at which time the Student Respondent and the faculty member will be excused and the Honor Board will begin its deliberations.
- 10.3.2.3 The Honor Board will deliberate, taking into consideration any provided materials, information learned at the hearing, and any previous instances of proved academic misconduct on the Student Respondent’s record.
- 10.3.2.4 The Honor Board will conclude its deliberations with a finding on the allegation of academic misconduct. The standard of proof for a finding of academic misconduct will be clear and convincing evidence, and a simple majority of a secret ballot will determine the outcome of the hearing. If the Honor Board finds no evidence of academic misconduct, no sanction will be applied and the Honor Board will have come to an end. If it is determined that academic misconduct did occur, the Honor Board will apply any sanctions that are appropriate to the circumstances of the case (See “Sanctions,” below).
- 10.3.2.5 The Facilitator will communicate this decision in written form to the AAD, the Student Respondent, and the faculty member within two business days of the end of the Honor Board hearing. The AAD Office will contact the Registrar with the final disposition of each case.
- 10.3.2.6 The Student Respondent or the faculty member may appeal the decision of the Academic Honor Board to the President of the College. An appeal may be based only on significant procedural errors. The appeal must be made, in writing, within 10 business days after receiving notification of the decision of the Honor Board.
- 10.3.3 Sanctions
One or more of the following sanctions may be applied as a result of an Honor Code Conference or an Academic Honor Board hearing. If an HCC or an Honor Board hearing concludes that there is insufficient evidence for a finding of academic misconduct – no sanction will be applied.
If participants in an HCC decide that a sanction other than those listed below is appropriate to the circumstances of the case, such sanction should be detailed in the Honor Code Conference Agreement, and may be imposed in place of, or in addition to the sanctions below.
 - The Student will complete a remedial tutorial about academic integrity within two weeks after the sanction is imposed.
 - The Student will receive no credit for the academic exercise in question.
 - The final mark for the course will be reduced two half-grades (e.g., from AB to BC).
 - The grade of C will be the maximum allowable final grade for the course.
 - The Student will fail the course, with no opportunity to withdraw from the course.
 - The Student will be suspended from the College for one or more semesters, effective at the end of the term in which the misconduct occurred.
 - The Student will be permanently dismissed from the College, effective at the end of the term in which the misconduct occurred.

11 ACADEMIC STANDING, PROBATION AND DISMISSAL

St. Norbert College expects a student to pass courses and maintain a minimum grade point average in order to make satisfactory academic progress. Because deviation from the norm is inevitable for a few students, the following criteria are used in considering whether a student is making acceptable progress toward a degree. A student may be placed on academic warning, probation, continued probation, or dismissed from the College for either unsatisfactory grade point average or for withdrawing from and/or failing courses.

11.1 GOOD ACADEMIC STANDING

A student is considered to be in good academic standing if his or her cumulative grade point average is above 2.00 and he or she is making credit progression requirements as outlined below.

11.2 UNSATISFACTORY GRADE POINT AVERAGE

The minimum satisfactory grade point average is 2.00. All students whose grade point average falls below a 2.00 will be placed on academic probation. Any student who does not achieve a 1.00 grade point average in his or her first semester at St. Norbert will be dismissed from the College.

11.3 ACADEMIC WARNING

Any student who has a cumulative GPA between 2.00 and 2.29 who earns a semester grade point average below 2.00 and is otherwise in good academic standing, shall receive an Academic Warning.

11.4 CREDIT PROBATION

First semester students are expected to complete 2/3 of their attempted courses if enrolled in fewer than 4 courses, or 75% of their attempted courses if enrolled in 4 or more courses. Thereafter, a student is expected to have completed 75% or all attempted courses until the junior year. During the junior year, a student is expected to have completed 83% (20 of 24) and during the senior year 87% (28 of 32) courses to be making satisfactory academic progress. Students who fall below this level can be placed on Credit Probation.

11.5 PROBATION AND CONTINUED PROBATION

A student who has not made satisfactory progress in terms of GPA or credit progression, will be placed on Probation. Students on Probation will be expected to complete a minimum of 75% of all attempted courses with a semester GPA of 2.00. Students who reach this Probation requirement but have not reestablished good academic standing may be placed on Continued Probation until reaching good academic standing. Students on Continued Probation must complete 100% of all attempted courses with a minimum semester GPA of 2.00. Failure to meet Probation or Continued Probation requirements will result in dismissal.

11.6 ACADEMIC DISMISSAL AND APPEALS

All students dismissed from the College may appeal their dismissal. To appeal, a student must submit to the Academic and Financial Aid Committee a signed and dated letter of appeal, explaining why she or he should not be dismissed. Some mitigating circumstances that may cause a student to fail to meet academic progress standards include:

- Family difficulties, such as divorce or illness;
- Death of a parent or relative;
- Interpersonal problems with friends, roommates, significant others;
- Difficulty balancing work, athletics, family responsibilities, etc.;
- Financial difficulties

Students who do not demonstrate a mitigating circumstance who successfully appeal their dismissals are not eligible for any institutional, state, or federal financial aid.

11.7 MAXIMUM TIME FRAME

Students will not be eligible to receive financial aid if they attempt more than 150% of the normal credits required for a degree. At St. Norbert, this means that a student in a degree program requiring 32 courses for graduation will be eligible for financial aid during the first 48 courses attempted as a degree-seeking student. All attempted courses are counted, including transfer courses, whether or not financial aid was received or the course work was successfully completed.

11.8 MEASURING ACADEMIC PROGRESS

The following are considered when evaluating a student's academic progress:

- Withdrawals, incompletes, and failure are considered attempted but not earned courses.
- Passing grades received for Satisfactory/Unsatisfactory graded courses are considered attempted and earned courses; failing grades in these courses are considered attempted but not earned courses.
- Repeated courses are included in the calculation of both attempted and earned courses.
- Audit courses are included in the calculation of both attempted and earned courses.
- Remedial courses are included in the calculation of both attempted and earned courses.
- Transfer credits, including those received through approved study abroad programs or consortium agreements, do not count in the calculation of the GPA, but they are included in the calculation of both attempted and earned courses.
- If a student changes majors, a student may petition the Academic Dean for a waiver of progress requirements, so that only the hours from the previous major(s) that will count towards the student's new degree requirements are included in the calculation of attempted and earned hours.

11.9 MID-TERM PERFORMANCE EVALUATIONS

To assist students in the evaluation of their performance during each academic semester, the College has implemented a mid-term performance evaluation program in which students are informed of marginal or unsatisfactory work in any given course at mid-semester. A copy of the report is sent to the student's academic advisor, as well.

12 GRADUATION REQUIREMENTS ⁶²

To earn a baccalaureate degree from St. Norbert College, a student must satisfy credit, curriculum, grade point average (GPA), and residency requirements. A total of 32 courses successfully completed, a minimum cumulative 2.00 GPA and a minimum major grade point average of 2.00, completion of the Core Curriculum, and an approved major are required for graduation. Minors are not required for graduation, except for certain teacher certification programs, but they require a minimum cumulative 2.00 grade point average for completion. GPA requirements for teacher certification are higher and are established by the Education Department. Transfer students must complete at least 8 of the 32 total and one quarter of any major at St. Norbert College (Introductory courses may not be counted in the one quarter major requirement). Minors require 2 courses of the minor to be completed at St. Norbert College.⁶³ All baccalaureate candidates must

⁶² Amended by the Faculty on January 20, 2004, and the Board of Trustees on May 17, 2004.

⁶³ Amended by the Faculty on September 22, 2009, and the Board of Trustees on October 17, 2009.

spend their senior year in residence at St. Norbert College. Students are considered to be “in residence” if they register for their final eight courses from St. Norbert College. Exceptions to the senior residency requirement may be made for students having attended St. Norbert College full-time for eight semesters, by petition to the Registrar or Academic Dean.

13 SUBSTITUTION IN THE MAJOR

Substitutions in a major shall require the approval of the discipline, disciplines, or interdisciplinary committee responsible for the major, and the advice and consent of the student’s advisor.

14 COURSE AND COLLEGE WITHDRAWAL

14.1 Students may drop courses or withdraw from the College with no academic penalty or record during the specified add/drop days of each session. (The College Refund and Course Cancellation Policy addresses the financial impact of dropping courses or withdrawing from the College.)

14.2 Students may withdraw from a course or courses or completely withdraw from the College after the add/drop period to the established last day to withdraw without penalty and receive a grade of “W.” A student may withdraw from a course by (1) obtaining the written permission of her or his advisor, (2) notifying the instructor, and (3) submitting the completed form to the Registrar.

14.3 After the established last day to withdraw without penalty, students may not withdraw from individual courses. The Dean of the College must approve appeals, but for medical reasons only.

14.4 After the established last day to withdraw without penalty, except for severe medical reasons (see below), students completely withdrawing from the College will receive a “WF” grade.

14.5 Definition of Medical Withdrawals

14.5.1 A physical or mental health issue that developed after the established last day to withdraw without penalty and is severe enough to keep a student from attending classes and/or successfully completing academic requirements.

14.5.2 A physical or mental health issue that developed before the last day to withdraw without penalty, but did not respond as expected to treatment. That is, students must document that they had been seeing a physical or mental health provider before the last date to withdraw without penalty, that the provider felt the student would respond to treatment and be able to finish the session successfully, but that the expected positive outcome did not occur because of medical reasons (i.e., not because the student did not follow medical advice, etc.).

15 CLASS ATTENDANCE

The policy on absences from class will be determined by each instructor for her or his own classes. The instructor will clearly explain the policy in the first class of each term. It is presumed that all instructors will exercise prudence and justice in the application of sanctions.

16 DEAN'S LIST

Students who are registered for full-time study and complete three or more courses with a semester grade point average of 3.50 or better, with no F grade, earn a place on the Dean's list.

17 AUDITING A COURSE

Full-time students may audit one course per semester without an additional tuition charge. Registration for an audit is on a space-available basis.

The individual faculty member will set the conditions under which his or her course may be taken as an audit rather than for credit. If a student registers for a course as an audit, the student is expected to maintain a normal attendance pattern in that class. A student who does not fulfill the conditions set forth by the instructor will not have the course and grade (AU) entered on the permanent record.

No course may be changed from credit to audit or vice versa, after the end of the drop/add period.

18 CHANGE OF COURSE TIMES ⁶⁴

No instructor shall change the hours scheduled for any course without the approval of her or his associate dean.

A student may effect a class section change during the specified Add/Drop period of the semester by presenting a Change of Schedule Form to the Registrar's Office with the signatures of the instructors of the sections from which and into which he or she is changing, or make the change electronically, via the on-line registration system.

To change courses (allowed only during the specified Add/Drop period of the semester) the student must present to the Registrar's Office a Change of Schedule Form with the signatures of the advisor and of the instructors courses from which and into which he or she is changing or make the change electronically, via the on-line registration system.

19 EXAMINATIONS GIVEN OUTSIDE SCHEDULED CLASS TIME

Faculty members should avoid scheduling examinations outside regular class hours, except when a longer period of time is required or when comparable results are needed from different sections of the same course. Advance notice of such examinations must be given to the students, and a student must be allowed to take a make-up examination if he or she cannot be present for an examination outside normal class hours. Evening examinations should not be given before 7:00 p.m.

⁶⁴ Modified by the Faculty on April 27, 2010.

20 CHANGES IN THE REQUIREMENTS FOR EXISTING MAJOR AND MINOR PROGRAMS

Proposals for changes in requirements for existing major and minor programs, or concentrations within those programs, must be approved by the discipline, disciplines, or interdisciplinary committee responsible, and by the appropriate associate dean.

21 INDIVIDUALIZED MAJORS ⁶⁵

Students have the option of structuring an individualized major program on a divisional or cross-divisional basis. The procedure is as follows: before the end of the sophomore year, students select an advisor and together they structure a major program. Students and advisors should consult with colleagues within the College who may have personal expertise and experience within the chosen area of study. Majors must have a minimum of ten courses with a minimum of five courses at or above the 300 level and are encouraged to have a culminating experience or capstone course designated. Students having a Social Science related major must include DS 224 or an equivalent statistics course. Students must complete an Individualized Major Application Form consisting of program rationale, title, individualized statement of academic and career goals and objectives, learning outcomes, courses included, and a semester completion plan – including Core Curriculum courses. This proposal is submitted to the appropriate associate dean and the Dean of the College and Academic Vice President for approval. A student may appeal a decision to the Committee on Curriculum and Educational Policy. Upon graduation, “Individualized Major” along with the program title is placed on the student’s transcript. The application will specify the degree intended (e.g., B.A., B.S., or B.M.).

22 INDEPENDENT STUDY AND ACADEMIC INTERNSHIPS

The academic program at St. Norbert College is designed to provide a maximum flexibility of opportunity to students for meeting their educational goals. An important aspect of the academic program is approved independent study under the supervision of a faculty member. Since faculty members already carry full teaching loads and have other assigned duties, they must necessarily limit the number of students they can supervise in independent study. Each faculty member must determine a reasonable limit to the number of such courses, depending on the types of courses sought by students and the methods to be employed. There are two basic approaches to independent work by the student. The first is independent study of a course listed in the catalog. The second is expansion of a student’s study which goes beyond the content of regular courses listed in the catalog.

22.1 LISTED COURSES

Independent study of a listed course is limited to those students who have applied for the course on an individual basis and have the approval of the instructor from that academic area and the Dean. The objectives and requirements of the independently taken course will be the same as those of the regularly offered course. Independent study in a course offered in the catalog may not ordinarily be taken during a term when the course is actually scheduled and available. The student taking a course on an independent basis will register for that course during the semester in which the work is done. All the requirements for the course must be completed in accordance with College regulations.

⁶⁵ Amended by the Faculty on January 25, 2005, and the Board of Trustees on February 11, 2005.

22.2 NON-LISTED COURSES

Independent study that extends beyond the scope of a course listed in the catalog may take at least two forms. First, there is independent study on a special topic, a directed reading project, or directed research. Secondly, there is independent study that involves not only a student and a faculty member, but also some other agency. Such independent study is referred to variously as work study, internship, or field experience.

22.2.1 Directed Research

Students registering for such independent work, which is not part of an available course, must secure approval in advance of registration from the supervising faculty member and the appropriate associate dean. In order to secure approval, the student must submit a written proposal including a précis of what is to be accomplished in the course and how it is to be accomplished. This proposal should be developed with the approval of the associate dean and the student's instructor or advisor or both. The proposal should be prepared in sufficient numbers for copies to be kept on file with the student's advisor, faculty member, and associate dean. As would be required in any course, the student should submit to the instructor evidence of the work accomplished. This evidence should be sufficiently extensive to admit of a valid evaluation of the quantity and quality of what the student has accomplished in the course.

22.2.2 Internships for Credit ⁶⁶

Internships for credit involve a very specific academic component, which is detailed and agreed to by all parties in advance of the internship experience. The academic nature of a credit earning internship is not to be equated with the actual work experience. While the academic portion of the internship parallels the work experience and is complementary, it is also distinct from the work experience. An academic internship involves the application of disciplinary or interdisciplinary concepts to a work experience. It should be thought of as similar to an applied research project that integrates knowledge from the classroom with experience from the internship. The academic focus of the internship for credit should be woven through the internship experience in a meaningful way under the expert guidance of the faculty member.

A member of the faculty (full-time or adjunct) must supervise the academic component of the experience. There are two options for students who want academic credit for an internship experience: a.) internship seminars 494 or b.) individualized internship 494. Both options are worth four credits and will be graded on a S/U scale.

a.) Internship Seminars 494: The majority of academic internships at SNC are offered through seminars that provide faculty the opportunity to supervise several students at once and also offer students an excellent learning experience through discussion with other interns. Students must fulfill academic requirements as determined by the faculty supervisor (journals, research reports, projects, reading assignments, presentations, etc.) and they must attend seminar sessions (usually once per week for one to two hours).

Various Internship Seminars:

Division of Humanities and Fine Arts:

HUMA 494 – Humanities, including Communication 494, English 494, Art 494, WMGS 494, and all majors other than Religious Studies within the Division of Humanities and Fine Arts (Depending on demand, may be offered each semester)

RELS 494 – Religious Studies (Offered every other year)

⁶⁶ Modified by the Faculty on February 16, 2010.

Division of Social Sciences:

BUAD 494 - Business Administration (Depending on demand, may be offered each semester)

PSYC 494 – Psychology (Offered periodically)

b.) Individualized Internship 494: Students have the option of obtaining credit through an individualized internship with a sponsoring faculty supervisor. It is the student's responsibility to find a faculty member who is willing to individually supervise them.

22.2.3 Internship 494 Credit Requirements: Seminars and Individualized Internship

- 22.2.3.1 Students must complete a Learning Agreement by the first week of class that clarifies objectives and expectations as agreed upon by the student intern, faculty supervisor, and work-site supervisor. Copies of all Learning Agreements should be given to the Career Services Office so the College can keep accurate records of all internships completed. Approval by the Assistant Director of Career Services - Internships is required if learning agreements will be received after the first week of class.
- 22.2.3.2 Faculty supervisors are encouraged to conduct site visits with students and work-site supervisors midway through the semester. This may be done in-person, or depending on distance, by phone or email. The site visit will address fulfillment of supervisor expectations, reflection by the intern about their learning goal progress as outlined on the internship learning agreement, and implementation of ideas for an improved learning environment.
- 22.2.3.3 All faculty supervisors will submit an end-of-semester evaluation to all student interns regarding the internship experience and to all work-site supervisors regarding student performance.
- 22.2.3.4 All faculty supervisors will evaluate student interns on their ability to connect classroom knowledge with experience from the internship.
- 22.2.3.5 Students can only take each Internship Course once (including those that are cross-referenced), with a maximum of 8 internship credits taken.
- 22.2.3.6 Students must have a minimum 2.50 cumulative GPA to be eligible to register for a credit-bearing internship. Students with a lower than 2.50 cumulative GPA must obtain approval to register for an Internship Seminar by the faculty supervisor.
- 22.2.3.7 Students are required to work a minimum of 120 hours at the internship site during the length of the course. More hours may be required depending on the course.
- 22.2.3.8 Students must be of junior or senior standing, but an exception to this prerequisite can be made if approved by the Divisional Associate Dean.
- 22.2.3.9 Students must intern during the semester they are taking the Internship Course (i.e. the internship must be taken simultaneous with the course).
- 22.2.3.10 Students are not allowed to receive credit if they are interning with a family business or if they have a relative as their direct work site supervisor. An exception can be made if approved by the Divisional Associate Dean.
- 22.2.3.11 Students can receive credit for their internship regardless of whether it is paid or unpaid.
- 22.2.3.12 Career Services is available for assistance to the faculty, students, and work-site supervisors.

Please Note: Grading is based primarily on the faculty member's evaluation of the academic work in the seminar or individualized internship, but in some cases may include input from the work-site supervisor.

22.2.4 Internship 494 Registration Procedures: Seminars and Individualized Internship:

- 22.2.4.1 During the advising period, the student must obtain permission to receive credit from the faculty supervisor and notify the Assistant Director of Career Services - Internships of their plans.
- 22.2.4.2 Registration for the Internship Seminar 494 course will be done via KnightLine.
- 22.2.4.3 If the Internship Seminar 494 is not available on KnightLine, students have the option of obtaining credit through an individualized internship with a sponsoring faculty supervisor. It is the student's responsibility to find a faculty member who is willing to individually supervise them. The faculty supervisor, the student's academic advisor, and the Divisional Associate Dean must sign a Special Course Registration Form, which is available through the Registrar's Office. The Internship 494 option on the form must be checked.
- 22.2.4.4 The nature of the internship experience (i.e. the job responsibilities), primarily determines which internship course the student registers for. A student with an internship experience within their major would register for that discipline's internship course (i.e. an art major with a graphic design internship would register for ART 494). However, when the internship experience is outside of that student's major the student would register for HUMA 494, NSCI 494, or SSCI 494 based on the nature of the experience (i.e. a music major with a business internship would register for SSCI 494).
- 22.2.4.5 Students and advisors should check the College Catalog to determine whether an Internship Course will count as an elective towards the student's major. If not listed as a major elective in the College Catalog, the Internship Course can only be applied to major requirements through the Course Substitution process, available through the Registrar's Office.
- 22.2.4.6 Normal tuition policies apply to internships taken for credit.

22.2.5 Non-Credit Internship Requirements and Registration Procedures:

To have a non-credit internship experience officially recognized by the College, the following requirements must be met. This includes overseas non-credit internships not associated with a study abroad program.

Students must complete the Career Services Learning Agreement for each summer and academic year they intern, even if their site remains the same, and turn it into the Career Services Office within one week of their start date. Students should contact the Assistant Director of Career Services - Internships if their learning agreement will be submitted after the first week of beginning their internship.

- 22.2.5.1 Students must receive approval for the internship by both the work-site supervisor and the Assistant Director of Career Services - Internships via their signatures on the learning agreement. The Assistant Director of Career Services - Internships will contact the student if their internship is not approved. If the internship is on-campus, Career Services will make a copy for the Financial Aid Office so the intern can be paid.
- 22.2.5.2 Site visits will be conducted by the Assistant Director of Career Services - Internships mid-way through the semester/summer. This may be done in-person, or depending on distance, by phone or email. The site visit will address fulfillment of supervisor expectations, active reflection by the intern about their learning goal progress as outlined on the internship learning agreement, and implementation of ideas for an

improved learning environment. Priority will be given to new internship sites, students who have not previously received a site visit, those that have concerns, and to those that request a visit. Students and supervisors should contact Career Services with any concerns or questions, or to request a site visit.

22.2.5.3 End-of-semester online evaluations will be sent to all student interns regarding the internship experience and to work-site supervisors regarding student performance. Evaluations are required at the end of each semester and summer in which the student interns.

22.2.5.4 Students must complete a minimum of 60 hours at their internship site, which will be documented on the end-of-semester evaluations by both the work-site supervisor and the student intern.

23 ABSENCE FROM CLASS

Any instructor who for any reason cannot meet a regularly scheduled class must inform the Associate Dean of his or her Division.

24 ABSENCE FROM THE CITY

Any faculty member whose absence from the city will involve absence from scheduled duties at the College must receive permission from the Associate Dean of her or his Division. Any absence(s) totaling more than five class days in a semester must also be approved by the Dean of the College.

25 OUTSIDE EMPLOYMENT

Full-time faculty members must receive prior approval from the Dean of the College and Academic Vice President and the associate dean of their division before accepting employment outside the College during the academic year.

26 ATTENDANCE AT ACADEMIC OCCASIONS

Except when excused by the President of the College, every faculty member shall attend Commencement exercises and other official occasions that may be stipulated by the President of the College from time to time. Academic costume must be worn by members of the Faculty at these events.

27 STUDY ABROAD

Any student(s) wishing to study abroad for credit that will be transferred to his or her degree program at St. Norbert College must receive prior approval of the courses selected from the Associate Dean for International Education and the academic advisor.

28 STUDY ABROAD EXPERIENCES

To provide reasonable assurance that St. Norbert College-sponsored overseas study tours and other study abroad experiences will have, when mounted, both accountability and the particular reflective quality that is valuable to a liberal arts education, the following procedures must be followed:

28.1 The proposer(s) will submit to the Associate Dean for International Education a written proposal describing the program in three specific areas:

28.1.1 Pre-Experience: What readings, activities, tests, etc., will be required prior to going abroad?

28.1.2 Study-Abroad: What subject-matter areas will be covered; what readings classroom-type activities, and specific trips, visits, tours, etc. are to be completed and for what purposes; and what sort of evaluation activities or techniques will be included while abroad?

28.1.3 Follow-up: What further activities will be required after the return from the foreign-study experience for instructional or evaluative purposes? Will a paper or other integrative experience be required?

28.2 The proposer should meet with the Associate Dean for International Education to explain the proposal, clear up unanswered questions, and receive suggestions or other helpful information the Director may be able to provide.

28.3 The proposer will modify the proposal as necessary or useful.

28.4 The Associate Dean for International Education will submit the proposal as modified, together with the Director's recommendation(s) for its disposal, to the Curriculum and Educational Policy Committee for final action. The proposer will be invited to attend the meeting at which it is submitted.

28.5 The budget for the tour must be approved by the Dean of the College and Academic Vice President before the program proposal is given to the Curriculum and Educational Policy Committee.

28.6 The proposer must provide a list of program participants, emergency contact information, and forms for the waiver of liability of the College due to unforeseen circumstances which result in cancellation of the study tour, or alterations in the itinerary or fees, to the Director of International Student and Scholar Services (ISSS), 30 days in advance of the departure date.

28.7 Existing overseas study tours are subject to this policy and should be reviewed by the Curriculum and Educational Policy Committee periodically as deemed appropriate by the Dean of the College.

29 SMOKING

Smoking and chewing of tobacco products in all campus buildings and offices is hereby prohibited (with the exception of the student residence hall rooms). Tobacco products are not to be sold on campus.

30 ATHLETIC ELIGIBILITY

30.1 To participate in intercollegiate athletics, a student must be enrolled full-time at the College and must have a cumulative GPA of 2.00 or higher. A full-time student is one who is registered for the equivalent of three or more full courses, which on a credit system would be 12 or more credit hours. A student may

compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester of the baccalaureate program and the College certifies that the student is carrying (for credit) the courses necessary to complete degree requirements.

30.2 Transfer students and students readmitted to the College are immediately eligible for athletics if they have maintained a GPA of 2.00 or above in all previously attempted college work.

30.3 Student-athletes ineligible as a result of a GPA below 2.0, may continue to practice only (not compete) under the following circumstances: ⁶⁷

30.3.1 Practice during J-Term during which time the student-athlete completes coursework to earn certification for athletic eligibility.

30.3.2 Practice during the “non-traditional” season (during the spring or fall semester) to prepare for the upcoming traditional season and earn certification for athletic eligibility. Practice during the non-traditional season consists of no more than 20 hours of contact with coaches over a 4-week consecutive period.

In either case, once the certification decision has been made, the student-athlete must be eligible or cease all participation until the next subsequent certification period.

31 POSTHUMOUS DEGREES ⁶⁸

A degree may be awarded for a deceased student upon recommendation of any faculty member of the St. Norbert College community and approved by the Academic Dean. A student who dies while actively pursuing a degree may be considered for a posthumous degree if the student was in their last year of study and was in good academic standing for an undergraduate degree or within their last semester for a graduate degree.

31.1 A faculty member recommends awarding a posthumous degree in writing to the Academic Dean. The request must accompany a copy of the student’s death notification (for example death certificate, newspaper article, or funeral service notice).

31.2 Upon recommendation the Dean will contact the Registrar to determine the student’s academic status and progress toward a degree.

31.3 The Dean, in consultation with the Curriculum and Educational Policy Committee, approves or denies the recommendation and notifies the nominator and the Registrar.

31.4 If the posthumous degree is approved: The deceased student’s name is included in the next commencement program. The diploma will include “Awarded Posthumously” and the transcript will include date of death and note that the degree was posthumous.

31.5 The Academic Dean or the President’s Office will invite the family of the deceased to the next commencement to receive the degree. When this is not possible, the diploma will be sent from the Academic Dean or President’s Office with an appropriate letter to the family.

⁶⁷ This provision was approved by the Faculty on November 27, 2012, and the Board of Trustees in December 2012.

⁶⁸ Amended by the Faculty on September 16, 2003, and the Board of Trustees on May 17, 2004.

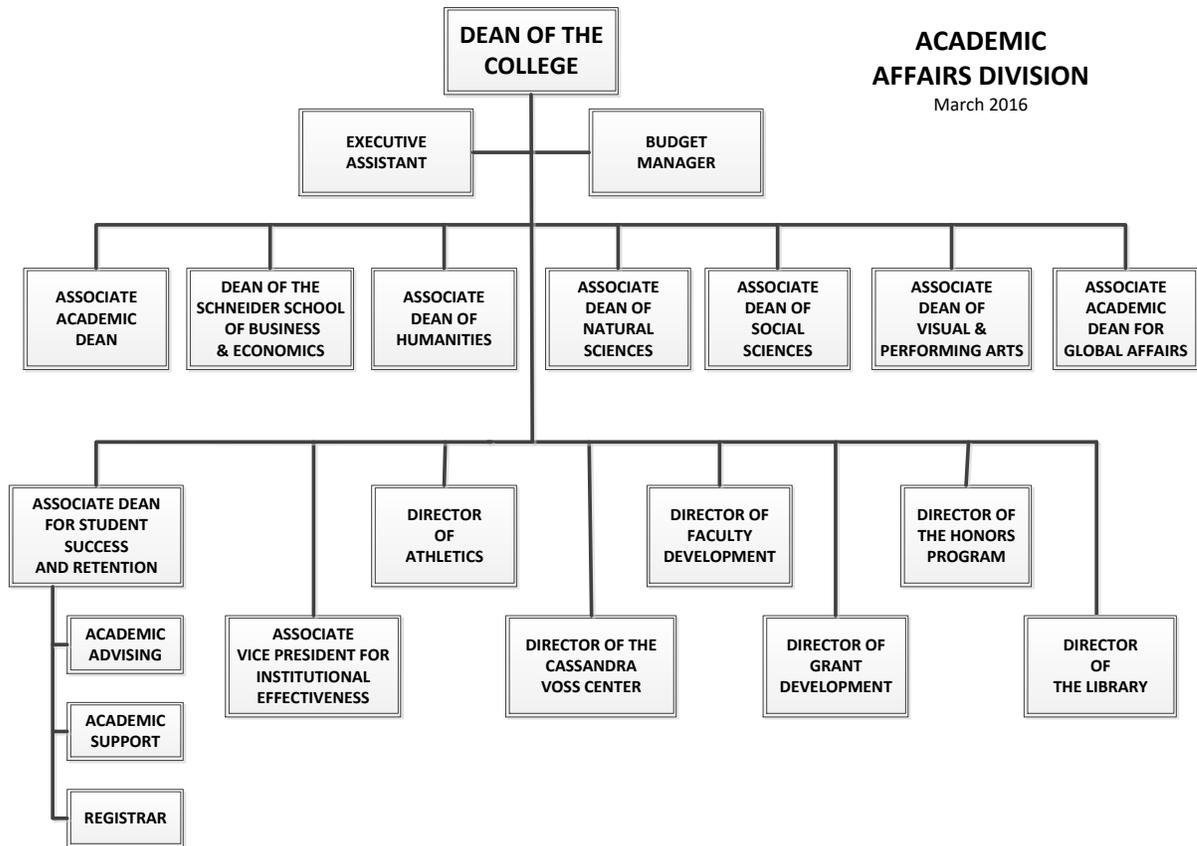
32 REPEAT COURSES ⁶⁹

When a course is repeated at St. Norbert College, all attempts are shown on the transcript; however, only the last grade is counted in the GPA, in the quality points, in the credits earned, and in the credits attempted. Catalog course numbers that can be repeated for credit, such as music lessons and ensembles, are not subject to this policy.

⁶⁹ Amended by the Faculty on September 16, 2003, and the Board of Trustees on May 17, 2004.

SECTION IV: PROCEDURES AND INFORMATION

1 ACADEMIC AFFAIRS DIVISION ORGANIZATIONAL CHART



2 MISSION STATEMENT

St. Norbert College, a Catholic liberal arts college embracing the Norbertine ideal of *communio*, provides an educational environment that fosters intellectual, spiritual and personal development.

ST. NORBERT COLLEGE TRADITIONS

Communio

As an academic institution, our community is rooted in the Norbertine ideal of *communio*, which is characterized by mutual esteem, trust, sincerity, faith and responsibility. *Communio* is lived through open dialogue, communication, consultation and collaboration. *Communio* encourages us to respond individually and collectively to the needs of our local and global communities.

Historically, the earliest Christians described the distinct quality of their common life as *communio* – a life characterized by faith in Jesus Christ and a commitment to one another. St. Norbert of Xanten later reformed Catholic life by establishing a new Order that reflected this ideal.

Today, St. Norbert College, formed in the Catholic, liberal arts and Norbertine traditions, embodies Norbert's ideal of *communio* by embracing all people while maintaining its own identity. When pursued through the lens of *communio*, our mission challenges us to educate the whole person intellectually, spiritually and personally by engaging ...

The Catholic intellectual tradition, which calls us to:

- seek truth through an ongoing dialogue between faith and reason
- recognize the sacred dignity of all persons
- utilize knowledge in working toward a Gospel vision of justice
- affirm the goodness encountered in creation and culture
- scrutinize reality in an effort to add to the treasury of human wisdom

The liberal arts tradition, which calls us to:

- cultivate a love of lifelong learning through excellence in teaching
- understand diverse cultures, perspectives and beliefs
- collaborate with others to gain knowledge, solve problems and seek truth
- communicate to seek mutual understanding
- share our intellect and abilities to create a compassionate world community

The Norbertine tradition, which calls us to:

- fulfill our vocation by embodying Christ's example of loving service
- seek peace and reconciliation in the spirit of St. Norbert
- pray and reflect communally and individually, welcoming all to participate
- practice hospitality in the spirit of the Gospel and the Rule of St. Augustine
- respond to the needs of our local community

Our three core traditions promote student learning outcomes that include skill development in critical and analytical thought, quantification, synthesis, problem solving and communication. Our students learn to apply these skills as responsible citizens of a diverse, interdependent and changing world. In all aspects of campus life, students are encouraged to identify, test and strengthen their moral convictions; act with personal integrity; develop meaningful personal goals; and build relationship based on mutual respect.⁷⁰

3 FORMATION AND EVALUATION OF FACULTY

3.1 PREFACE

The following are procedures for evaluating individual St. Norbert faculty members. Using these procedures, the Divisional Associate Deans carry out their responsibility for evaluating the Faculty within their divisions. The approach to evaluation is designed to be open, comprehensive, consistent, and constructive. It requires the Associate Deans to evaluate faculty according to specific guidelines on a periodic basis: every year for non-tenured faculty, every five years for tenured faculty.

⁷⁰ Re-articulation of the Mission Statement. Notice of intentions for routine changes to the *Faculty Handbook* were brought before the Faculty by M. Marsden, Dean of the College and Academic Vice-President on September 16, 2008.

The guidelines by which faculty are evaluated are reflective of, and shaped by, the Mission and unique character of St. Norbert College. Within this context, evaluation of faculty is guided by the Mission of the College and its Core Values. Serving the Mission is accomplished by meeting the expectations set out in the evaluation guidelines, given below in [Section IV: Article 3.3]. In the course of meeting those expectations, faculty members should reflect upon and articulate how their accomplishments contribute to that Mission. Given a faculty with diverse academic and cultural backgrounds, the guidelines must be applied so that each individual can serve the Mission according to her or his own particular strengths and commitments.⁷¹

The evaluation addresses the faculty member's professional strengths and achievements as well as those areas that can be improved. The approach is constructive and is intended to have the faculty member focus her or his effort at professional self-development. In the case of non-tenured faculty, if the evaluation process indicates that the likelihood of receiving tenure is remote, the sooner a non-renewal decision is made the better, for both the individual and the College. Finally, this evaluation process is individualized and non-quantitative: in no sense is it an attempt to rank faculty members.

3.2 PROCEDURES

These procedures are designed to ensure that the heart of the evaluation process is a frank, open, professional and constructive dialogue between the faculty member and the Associate Dean about the faculty member's professional growth; the faculty member has the opportunity to comment on the Associate Dean's written assessment; and the confidentiality of the evaluation document(s) is protected.

3.2.1 Self-Evaluation Essay

The faculty member is asked to compose a self-evaluation essay according to the guidelines and to submit it to the Associate Dean by a specified date.

3.2.2 Conference

Using this essay as a basis, the Associate Dean and the faculty member meet to discuss the faculty member's professional achievements, growth, areas in need of improvement, and her or his professional priorities for the future. In preparing for the meeting, the Associate Dean gathers input from other appropriate sources – such as the Student Opinion of Teaching surveys, individual students, advisees, colleagues within the discipline, the division, the College, the wider academic community, the local community, etc. - - to share with the faculty member so that their discussion can be as concrete as possible. (It is important to stress the term "appropriate.") The Associate Dean must use her or his judgment on the kinds of input which are necessary to assess the faculty member's performance in a fair, comprehensive, and consistent manner. Also, it is neither necessary nor desirable for either the faculty member or the Associate Dean to address every item on the list of guidelines. Again, a judgment on the most important areas of emphasis for the evaluation of the individual faculty member is paramount.)

3.2.3 Evaluation Report

Following the conference, the Associate Dean writes a formal report which is sent to the faculty member. The report contains an assessment of the faculty member's strengths and achievements, as well as recommendations for helping the faculty member improve any area(s) of perceived weakness. The faculty member either initials the report or responds in writing to any aspect of the chair's report that he or she feels to be incomplete or inaccurate. The Associate Dean then forwards the self-evaluation essay, the report, and any commentaries

⁷¹ Amended by the Faculty in April 2006; the Board of Trustees passed it provisionally in May 2006 and gave it final approval in October 2006.

by the faculty member to the Dean’s Office. In cases of substantial disagreement between a faculty member and the Associate Dean, the Dean interviews both to resolve the differences.

3.2.4 Filing and Use of the Evaluation Report

The self-evaluation essay, the Associate Dean’s report, and any commentaries are placed in the Faculty evaluation files. The intent of the evaluation process dictates that this information be held in confidence; any release of the evaluation documents must be requested by the faculty member in writing.

3.3 EVALUATION GUIDELINES

3.3.1 Teaching Effectiveness

3.3.1.1 Judicious interpretation of the data yielded by the Student Opinion of Teaching.

3.3.1.2 Quality of courses taught as perceived by peers.

3.3.1.3 Updating of the content and/or pedagogy of courses in response to changes or new knowledge in the discipline.

3.3.1.4 Flexibility in responding to student needs, concerns, and rights.

3.3.1.5 Conscientiousness in carrying out obligations to students – meeting classes regularly; giving advance notice of unavoidable absence; being available to students outside the classroom; returning of assignments, papers, and exams within a reasonable period of time; etc.

3.3.2 Collegial Activities ⁷²

3.3.2.1 Active participation in faculty, divisional, and disciplinary meetings and activities.

3.3.2.2 Effectiveness in serving the College on standing committees; involvement with student and campus-wide organizations; contributions to special projects and programs.

3.3.2.3 Flexibility in adapting to the changing needs of the College. Examples include willingness to teach divisional or interdisciplinary courses, the development of new courses, the teaching of writing intensive courses, and continuous assessment of the curriculum.

3.3.2.4 Initiating or participating in cultural activities in the College. Examples include those activities that improve the intellectual and cultural climate; serve the College’s mission and heritage.

3.3.2.5 Initiating or participating in activities in the wider community. Examples include those activities that benefit the community; serve the College’s mission or exemplify its values and heritage; contribute to the faculty member’s professional growth.

3.3.3 A Definition of Scholarship at SNC ⁷³

3.3.3.1 The Concept of Scholarship

Scholarship at St. Norbert College is not an abstract term, but rather a way of life. It is a shared philosophy that deeply values the idea of a community of teacher-scholars learning and growing together - - a community where cooperation rather than competition is the norm; a community where faculty-student learning partnerships are the rule rather than the exception; a community embracing the “mutual respect and trust” to which our mission statement refers.

The concept of scholarship at St. Norbert College recognizes the value of all who strive to bring light into the corners darkness, of all who struggle to push back the boundaries of ignorance that surround us. This includes not only the explorers who expand the frontiers

⁷² Amended by the Faculty in January 2005 and April 2006; the Board of Trustees passed it provisionally in May 2006 and gave it final approval in October 2006.

⁷³ Approved by the Faculty on February 11, 1992.

of knowledge, but also the pioneers who help define the boundaries, construct the maps, and build the roads connecting the various provinces in the new realm. And while our definition reflects our individuality as a small liberal arts college whose reason for being is to help undergraduate students learn, it also recognizes the traditional concept of scholarship informing the wider realm of Academia.

In essence, scholarship at St. Norbert College is the bringing to bear of a trained mind on a problem or question and the public sharing of the results of those labors. It is what academics do. It demands training, clear and objective thinking, synthesis, creativity, and an ability and willingness to communicate.

It implies originality, discovery, testing, convincing, and debating. It explores new territory, builds upon what is known, or interprets what is given. It may be seminal, or add a simple footnote. It can be done alone or in teams, but it is done; there is a result, an offering.

At the very heart of the SNC definition of scholarship is the concept of intellectual vitality and growth. A scholar is an active learner, not a person who passively rests on past accomplishments. In effect, scholars manifest the best qualities of exemplary students: they ask questions, seek answers, look for connections, engage in problem solving, and apply what they have learned. Good scholars, like good students, demonstrate a life-long commitment to continuing self-education.

3.3.3.2 The Process of Scholarship

Also central to the definition of scholarship at St. Norbert College is the belief that scholarship is not only a product, a result, a “contribution to the field,” but also the sometimes lengthy process which precedes, generates, and shapes the “product.” It is this process that sustains and, to some extent, defines the intellectual vitality of both the teacher-scholar and the liberal arts college. Scholarship, therefore, includes researching, learning, exploring, reflecting, and experimenting. However, a fruitful process is not intermittent, random, or fragmented, but instead sustained, focused, and integrated.

The process of scholarship, while it may be an individual pursuit, need not be undertaken in isolation. The scholar should consciously seek a dialogue with colleagues, both inside and outside the College, who can serve as guides, commentators, and evaluators. That is, scholarly work (whether completed or in process) should be periodically and publicly shared and submitted to the scrutiny of one’s peers. This sharing is essential in maintaining the integrity of the scholarly process. In short, scholarship involves the acquisition and advancement of knowledge and the exposure of such efforts to the critical evaluation of others.

3.3.3.3 The Stages of Scholarship

Although scholarship is a complex organic process, three closely interrelated and sometimes overlapping stages are discernible:

3.3.3.3.1 Self-Development

In this stage of scholarship, learning takes place on a regular basis through such means as reading articles and books, attending professional meetings, and discussing field-related topics with colleagues. Such self-development helps the scholar to grow personally, intellectually, and professionally. This stage may be more pronounced in

the early career of a scholar, but does not end there. Self-development through learning continues unabated throughout a scholar's life.

3.3.3.3.2 Productivity

During this stage, the scholar's learning is brought to fruition. As a result of intellectual and professional growth, a scholar may, for example, write manuscripts, prepare a grant proposal, develop software, create a work of art, interpret existing artistic works, or devise effective strategies for making knowledge comprehensible to others. The nature of scholarly engagement in this stage may change throughout a scholar's professional life, but the self-development stage should naturally result in some form of regular productivity in one's career.

3.3.3.3.3 Dissemination

In this stage, the scholar shares the products of scholarship with the academic community through such mediums as performance, publication, exhibitions, workshops, and public or professional presentations. This sharing enables the scholar to improve the work, contribute to existing scholarship, and to continue to grow as scholar, teacher, and professional.

3.3.3.4 The Aims of Scholarship

Listed below are four general aims of scholarship. Underlying each aim is the assumption that scholars make evident the process of scholarship through communication and sharing with colleagues, peers, or the public. These four scholarly aims are distinct from teaching, even though in some ways they may be closely related. The examples for each type of scholarship are illustrative in nature and not definitive.

3.3.3.4.1 The creation or discovery of new knowledge, insights or works.

This type of activity not only enhances the intellectual climate of the College, but augments its prestige as a center for higher learning. As Ernest Boyer points out in *Scholarship Reconsidered*, "No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry, and to following, in a disciplined fashion, an investigation wherever it may lead." Examples of this type of scholarship include research projects, musical or theatrical performances, and artistic or literary creations.

3.3.3.4.2 The creation or discovery of innovative pedagogical techniques.

This type of activity may include more traditional educational research, which "seeks to discover and validate general laws of teaching and learning," or classroom research, which seeks "to provide faculty with information and insights into what, how, and how well their particular students are learning in their specific courses" (Thomas Angelo, *Classroom Research: Early Lessons from Success*, 1991). Although focusing on pedagogy, this kind of practice-based inquiry may also encompass curricular innovations that help generate new teaching-learning techniques. Examples of this type of scholarship might include (1) developing new instructional models for classes comprised of culturally diverse students, (2) conducting a comparative study of teaching-learning strategies in a team-taught interdisciplinary course in an attempt to enhance the effectiveness of the students' learning experience, (3) analyzing the effects of using humor in the classroom.

3.3.3.4.3 The development of a novel integration of pre-existing information or ideas

The integrative process builds bridges between two previously unconnected topics, helps interpret data and information, gives meaning to new discoveries and original

research, and may even lead to the discovery of new knowledge. The scholarship of integration may include, but is not limited to, cross-disciplinary research, the development of interdisciplinary courses, and artistic creations and performance featuring a cross-disciplinary orientation. Specific examples of integrative scholarship may include such academic exercises as using computer technology to analyze poetry, bringing ethical principles to bear on biotechnology, and applying psychoanalytic theory to the study of literature or marketing.

- 3.3.3.4.4 The application of theoretical knowledge to consequential problems that results in new knowledge or innovative solutions to the problems. In this form of scholarship, the scholar applies specialized knowledge to a significant problem to yield new knowledge and to concurrently solve or reduce the problem itself. Examples of this kind of scholarship are (1) applying economic theory to existing tax law to propose revisions intended to facilitate more efficient allocation of resources and promote economic growth, or (2) applying new theory developed in successful schools, or (3) applying the principles of food web ecology of lakes to the problems associated with surplus nutrients and algal growth in an attempt to improve water quality. As Ernest Boyer suggests, “In activities such as these, theory and practice vitally interact, and one renews the other.”

While effective teaching-learning is the primary focus at St. Norbert College, we must also recognize the vital importance of sustaining the intellectual growth and development of all faculty. This dynamism may take different forms, but it must exist. Without it, we fail ourselves, our students, our institution, and the wider realm of Academe. Active scholarship is consistent with the mission and the spirit of community of St. Norbert College.

3.3.4 Advisement of Students ⁷⁴

Activities and practices, as an academic advisor, that manifest concern for and help to serve the academic, personal and ethical developmental needs of students. For example, activities such as the following may be addressed: assisting students with academic, career, and graduate school decisions; assisting students during registration; following up on mid-term evaluation of advisees, etc.

4 FACULTY DEVELOPMENT PROGRAM

4.1 OBJECTIVES OF THE FACULTY DEVELOPMENT PROGRAM

The St. Norbert College Faculty Development Program is aimed at providing opportunities for pedagogical and professional renewal and growth to faculty in all stages of their careers – early, middle, and late. The Program first creates a wide range of opportunities, and then provides the help faculty will need to take full advantage of these opportunities.

Furthermore, the Program is designed to be flexible and dynamic enough to meet the changing needs of the Faculty in relation to the institution as a whole. Now there will be a mechanism specifically designed to provide faculty development opportunities commensurate with expressed faculty needs.

⁷⁴ Amended by the Faculty on April 27, 1999.

Faculty development is a community effort that has the potential to benefit all constituencies of the College and to consolidate those constituencies into an academic community characterized by the open communication, the mutual respect, and the trust to which our mission statement commits us. Perhaps above all else, the Program is intended to create what a recent American Association for Higher Education task force termed an “environment of opportunity,” an environment conducive to growth, revitalization, and renewal.

4.2 PROGRAM COMPONENTS

4.2.1 Pedagogical Development

The pedagogical development component is designed to offer a wide range of resources and opportunities to faculty who wish to enhance their teaching effectiveness. The immediate beneficiary of this component will be the faculty member, whose sense of professional competence and self-worth will be enhanced; the ultimate beneficiary will be the student, who will profit from improved instruction and an enriched learning environment.

4.2.2 Professional Development

The professional development component is aimed at encouraging, promoting, assisting, and funding various artistic, creative and scholarly endeavors. By providing a variety of opportunities, this component will enable faculty to grow and develop according to their particular needs, interests, and talents, and at their chosen pace. Because there is such a close relationship between a teacher’s professional life and personal life, professional enrichment invariably translates into personal enrichment.

4.2.3 Faculty Development Resource Center

The Resource Center is a vehicle for helping fulfill the objectives of the Faculty Development Program. Besides serving as a repository of equipment and resource materials for use in facilitating faculty development, the Resource Center may be used as a teaching-learning laboratory, a meeting room for faculty development activities, and a browsing room for faculty who wish to examine Center materials.

4.3 PROGRAM ADMINISTRATION

4.3.1 Director of Faculty Development

The Dean of the College, in consultation with the Curriculum and Educational Policy Committee and the Associate Deans, shall appoint a Director of Faculty Development to a five-year term. The Director shall be given appropriate released time from teaching duties, and shall also be compensated for work which must be done in the summer. The duties and responsibilities of the Director are

- To coordinate and direct the Faculty Development Program.
- To prepare the agenda for, and to chair, the Faculty Development Committee.
- To administer the Summer Grants and Faculty Development Funds.
- To offer individual counseling to colleagues seeking advice on a wide variety of professional, instructional, curricular, and personal matters.
- To work with the Faculty Development Committee in making Program policy and in shaping a Program congruent with faculty needs.
- To generate programs, seminars, workshops, and colloquia aimed at enhancing teaching effectiveness, fostering professional growth, promoting cross-disciplinary dialogue, and stimulating intellectual discourse.
- To act as a facilitator, helping faculty take full advantage of opportunities for pedagogical and professional development.
- To assist faculty in using the Faculty Development Resource Center.

- To aid in the recruiting process by interviewing candidates and informing them about the Faculty Development Program.
- To prepare and administer the Program budget.
- To monitor and evaluate the progress and needs of the Program.
- To communicate with the Dean and the Faculty periodically on the status and future direction of the Program.

4.3.2 Faculty Development Committee

4.3.2.1 Membership

The Faculty Development Committee shall consist of five faculty members, one from each Division and two at large elected for a term of three years; one student and Director of Faculty Development as chair.

4.3.2.2 Functions

The duties and responsibilities of the Committee are:

- To work with the director in soliciting information from the Faculty about their needs and in shaping a Program congruent with these needs.
- To work with the Director in making Program policy and administering the budget.
- To assist the Director in implementing the Faculty Development Program.
- To facilitate the spread of information about programs and activities sponsored by the Office of Faculty Development.
- To help the Director monitor and evaluate the progress of the Program.
- To help the Director prepare reports to the Dean and the Faculty.
- To judge applications for funding from the Summer Grants and Faculty Development Funds.

5 POLICY ON COMPLETING THE DISSERTATION

Faculty members who have not completed their terminal degrees at the beginning of their appointments will have two years to do so. If the degree is not completed by this time, the terminal clause of the contract will be enforced unless an exemption is granted. Such exemptions are granted rarely and only for extraordinary reasons. In order for an exemption to be made, the faculty member must submit a request for an exemption in writing. This request should set forth extraordinary events that caused the delay. A letter from the faculty member's graduate program director (not the dissertation advisor) attesting to these events should accompany the request.

6 SABBATICAL LEAVES

6.1 PURPOSE

The American Association of University Professors asserts that sabbatical leaves serve a number of purposes: Leaves of absence are among the most important means by which the teaching effectiveness of faculty members may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of faculty members to make use of available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel. (Statement of Principles on Leaves of Absence, American Association of University Professors, 1990)

Consequently, it is the best interest of St. Norbert College to promote, encourage and support high-quality sabbatical applications and successful sabbatical leaves. Sabbatical leaves are particularly important to academic life at SNC. The rhythm of regular sabbatical leaves is in keeping with the Norbertine value placed on both contemplation and action. Bruce Kimball argues that a sabbatical is both a professional and spiritual renewal: “It is these spiritual and intellectual needs which the sabbatical attempts to meet by providing – as the Sabbath has for centuries – the time for rest and renewal of the individual, a time to ask ‘Who are we?’ and ‘Why does our work have meaning?’”⁷⁵

A sabbatical leave provides a needed opportunity for contemplation generally, and for reflection, specifically, on teaching and scholarship that makes meaningful and effective action possible.

6.2 GUIDELINES AND PROCEDURES PERTAINING TO SABBATICAL LEAVE

- 6.2.1 Proposed activities must contribute to the professional growth and effectiveness of the applicant. These activities may directly or indirectly enhance teaching effectiveness, increase scholarly activity, and strengthen or develop the institution’s academic program. Such activities serve the interest of the College. These activities must be of such nature that they cannot easily be carried out concomitantly with normal academic duties.
- 6.2.2 Proposals initially will be reviewed and possibly revised in a formative fashion with the goal of promoting, encouraging and supporting high-quality sabbatical applications. The proposals will ultimately be judged as to their value and quality, and the competence of the applicant to implement them.
- 6.2.3 Applications for sabbatical leave will submit a draft of their completed application, including all ancillary materials, to the appropriate Associate Dean and to a reader (St. Norbert College faculty colleague) selected by the applicant by August 1 of the year preceding the proposed leave. The Associate Dean and the reader will come to consensus on the feedback to be given to the applicant. They will inform the applicant within four weeks whether they recommend submitting the application as it is or recommend revising the application. If they recommend making revisions, they will provide guidance and feedback to the applicant intended to help the applicant prepare a successful application. If revisions are recommended, the applicant may also consult with the Office of Faculty Development for additional guidance and feedback.

The applicant will submit four copies of the completed application and one set of any ancillary materials to the Sabbatical Committee, by way of the Academic Dean’s Office, by September 30.

In special cases, as determined in advance by the Sabbatical Committee, applications may be considered during the spring semester. In such cases, applicants will submit a draft of their application to the appropriate Associate Dean and to the reader by November 15 and will submit the completed application to the Sabbatical Committee by January 15.

- 6.2.4 Applicants should organize their materials in a format which includes the following items:
 - 6.2.4.1 A title page.
 - 6.2.4.2 A project outline consisting of a brief description of what the applicant hopes to accomplish and the means by which the applicant intends to accomplish the objectives.
 - 6.2.4.3 A narrative indicating the reasons why the project is being proposed and a justification of its value to both the applicant and to the College.

⁷⁵ Kimball, B. A. (1978). The origin of the Sabbath and its legacy to the modern sabbatical. *Journal of Higher Education* 49, 303 – 15.

- 6.2.4.4 A brief description of the projected outcome(s) of the sabbatical.
- 6.2.4.5 An outline of the major activities to be undertaken in the course of the sabbatical, including locations (if appropriate) and tentative dates.
- 6.2.4.6 A description of the adjustments the discipline will make to accommodate the applicant's sabbatical leave.
- 6.2.4.7 A curriculum vitae appropriate to the sabbatical, not to exceed three pages.
- 6.2.4.8 An itemized budget, with supporting rationale, if the applicant intends to request funding from the Faculty Personnel Fund.
- 6.2.4.9 In order for a proposal to be considered, it must also have support in the form of evaluation letters. The applicant should request letters of support from members of the College Faculty familiar with the applicant's work and, if appropriate, from others who would be directly involved as co-workers or sponsors of the project. The appropriate Associate Dean will provide a letter evaluating the sabbatical application and provide an outline of the adjustments the Division and the Discipline will make to accommodate the applicant's sabbatical leave.
- 6.2.5 The Sabbatical Committee will use four criteria when evaluating proposals: (1) the contribution the proposed activities are likely to make to the professional growth and effectiveness of the applicant, (2) the contribution the expected professional growth and effectiveness of the applicant is likely to make to the College, (3) the quality of the application, (4) the competence of the applicant to carry out the project.
- 6.2.6 The Sabbatical Committee and the Dean, after initial review of the application, will interview the applicant in person to clarify any questions or express any reservations either may have. After completing its review, the Committee may decide to recommend the application to the President or may decide that the application is not yet ready to be recommended to the President, that revisions are necessary. Likewise the Dean may decide to recommend the application to the President or may decide that the application is not yet ready to be recommended to the President. The Committee and the Dean will report and explain their decisions to the applicant in writing. If revisions are recommended, the applicant will be given three weeks to revise and resubmit the application. If the applicant submits a revised application, the Committee and the Dean will review it and make their final decisions. The Committee may decide to recommend the application to the President or may decide not to recommend the application to the President. Likewise the Dean may decide to recommend the application to the President or may decide not to recommend the application to the President.
- 6.2.7 The Dean, with the advice of the Associate Deans, will decide the number of sabbatical requests that may be granted in a given year. If the number of recommended applications exceeds the number of sabbatical leaves that can be granted, the Committee will rank recommended applications on the basis of the evaluative criteria. If recommended applications are not funded because of monetary considerations, applicants would have the option of: (1) having the application carried over as approved to the next year, (2) revising and resubmitting the application the following year, or (3) withdrawing the application.
- 6.2.8 The Dean of the College will transmit the recommendations of the Committee and the Dean's own recommendations to the President. The Dean will automatically provide applicants with copies of the Dean's letter and the letter from the Sabbatical Committee as the recommendations move forward to the President. The President shall notify the applicant of the final decision.
- 6.2.9 After the completion of the sabbatical leave, the faculty member shall offer a seminar or presentation for interested colleagues on the results of the leave under the sponsorship of the Office of Faculty Development.

- 6.2.10 With the permission of the applicant, accepted proposals will be kept on file with the Office of Faculty Development to serve as models.

7 GUIDELINES FOR AWARDING GRANTS FROM THE FACULTY ENDOWMENT FUND

This fund is to be used for the further professional development of the applicant(s). Its monies are distributed by the Faculty Personnel Committee through the Faculty Personnel Fund and by the Faculty Development Committee through the Faculty Development Fund.

7.1 FACULTY PERSONNEL FUND

- 7.1.1 Administered by the Faculty Personnel Committee, the purpose of this fund is to provide:
- Support for sabbaticals or leaves of absence.
 - Support of work toward a terminal degree.
 - Replacement costs of faculty on leave.
 - Monies for the annual Leonard Ledvina Outstanding Teacher Award.
- 7.1.2 Proposals will be judged as to their value and quality and the demonstrated competence of the applicant(s) to implement them.
- 7.1.3 Applications should be submitted to the Dean of the College by September 30 preceding the academic year of intended use for support of sabbatical or other proposed leave, and at any time in the academic year for other requests, but at least two months in advance, and should include the following:
- 7.1.3.1 Evidence in support of the qualification(s) of the applicant(s).
- 7.1.3.2 A detailed description of the proposed program and some evidence of the possibility of its successful completion.
- 7.1.3.3 A complete statement of anticipated professional expenses directly attributable to the accomplishment of the proposal. (Requests for the reimbursement of expenses already incurred, whether paid or not, will not be accepted.)
- 7.1.3.4 Evidence that the applicant(s) has (have) explored other available sources of financial support.
- 7.1.4 Upon completing a funded project, the faculty member shall submit a written report of its outcome to the Dean of the College.

7.2 FACULTY DEVELOPMENT FUND

- 7.2.1 Administered by the elected faculty members on the Faculty Development Committee, the purpose of this fund is to provide support for professional growth activities and projects. Examples of categories eligible for funding include, but are not limited to, the following: attending special workshops, exhibitions, and seminars pertaining to either one's scholarship or teaching areas; sponsoring faculty discussion sessions and seminars; working in regional research libraries; enrolling in short courses; and attending a conference, provided that the applicant is participating in the program of the conference.
- 7.2.2 Monies for the Fund shall come from the Faculty Endowment Fund. Any part of the annual increment not used during the academic year will be returned to the Faculty Endowment Fund before the end of the fiscal year. If the annual increment should prove insufficient to meet faculty requests, additional monies may be transferred to the Faculty Development Fund in accordance with existing College policy regarding the Endowment Fund [cf. Section IV: Article 8].

- 7.2.3 Applications may be submitted to the Director of Faculty Development at any time during the academic year. However, proposals submitted after May will not ordinarily be acted upon until the following academic year. The Director of Faculty Development will forward all applications to the Faculty Development Committee, which will review all proposals and attempt to process each within two weeks of the date of submission. Applications for a Faculty Development Grant are available at < J:/facdev/public >, and shall include the following:
- 7.2.3.1 A brief description of the activity or project.
 - 7.2.3.2 A brief explanation of how this activity or project may contribute to the faculty member's professional and personal development.
 - 7.2.3.3 A project timetable.
 - 7.2.3.4 An itemized description of anticipated expenses directly attributable to the accomplishment of the proposal. (Requests for the reimbursement of expenses already incurred, whether paid or not, will not be accepted.)
 - 7.2.3.5 Evidence that the applicant(s) has (have) explored other available sources of in-house financial support.
- 7.2.4 Proposals will be judged on the basis of their potential for enhancing the professional growth of the applicant(s).
- 7.2.5 Ordinarily, individual requests are not to exceed \$1,000.00, and while a faculty member may submit more than one quest for amounts totaling up to \$1,000.00, he or she may not receive more than that amount in any given academic year.
- 7.2.6 Upon completing a funded activity or project, the faculty member shall submit a brief written report of its outcome to the Director of Faculty Development.

8 FACULTY PUBLICATIONS FUND

A modest sum in the annual operating budget is set aside for use in assisting faculty members to prepare materials for publication in book length form, or for essays and/or creative works in scholarly or professional journals. Items which might be covered through the fund are such things as the typing of manuscripts when this cannot be done by the faculty secretaries during regular working hours; student research assistance when necessary to complete a document for publication; the reproduction of a manuscript required by a publisher, etc. Such things as travel related to research and publication, and stipends for the faculty member engaged in research intended for publication, are not covered. Grants from the fund are made by the Dean of the College, who is responsible for allocating the resources available in any given year. Faculty members are welcome to apply to the Dean either in writing or in person.

9 FACULTY GRANT APPLICATIONS

Faculty members who are applying for public/private sources of funding for specific projects, or who are thinking of applying for funds, are welcome to use the resources of the Advancement Office and staff for identifying possible sources of support and for preparing proposals. Interested faculty members may work with the Advancement staff in considering foundation guidelines, the availability of funds in specific academic areas, grant competitions offered by corporation foundations, and proposal formats; the staff can also assist in gathering college-wide data to accompany proposals.

Faculty members applying for grants on their own initiative should coordinate their efforts with the Advancement Office, even though no assistance may be required. The College is usually in regular contact with a large number of foundations and corporations, and it is important to avoid any duplication of effort.

10 RELEASED TIME FOR FACULTY CHAIR

According to the work load policy approved by the Faculty, an average teaching load is three courses per semester. The policy provides for deviations from this work load "in cases where the class size is excessive or where there is an excessive commitment of a faculty member to advising, committees, and administrative work."

Past faculty chairs agree that the commitment of a faculty member to the duties of the Faculty Chair may well be described as excessive within the meaning of this term as used in the Policy Statement. It would, therefore, appear reasonable to grant the Faculty Chair released time from the equivalent of one four credit course each semester of the academic year. For the Faculty Chair, then, an average teaching load will be defined as two four-credit courses per semester (or four such courses per academic year, or the equivalent).⁷⁶

11 RETRENCHMENT POLICY

11.1 PREAMBLE

St. Norbert College is firmly committed to the concept of academic tenure and will do its utmost to protect the job security of tenured faculty short of a bona fide financial emergency or unavoidable program change. Tenure implies a commitment by the College to continuing employment of tenured faculty, and thus this policy is designed to insure that retrenchment would never be embarked upon lightly. Indeed, while such a policy is necessary to every academic institution, hopefully it will never have to be used at St. Norbert College.

11.2 PURPOSE

To formalize a retrenchment policy which:

- 11.2.1 Is fair to the College, its mission, and its personnel.
- 11.2.2 Respects, insofar as possible, such things as program needs, faculty qualifications, length of service to the College, minority rights.
- 11.2.3 Obliges the administration to identify the conditions which seem to require retrenchment and all of the measures which will be recommended to deal with the problem.
- 11.2.4 Respects the right of the Faculty, either of its own initiative or after consultation, to make a recommendation.
- 11.2.5 Recognizes the responsibility of the Board of Trustees to make the final decision.
- 11.2.6 Not only incorporates legal requirements, but also recognizes ethical obligations which are inevitably involved in termination of appointments of faculty members.

11.3 DECLARATION OF THE NEED FOR RETRENCHMENT

⁷⁶ Modified by the Faculty on November 28, 2006. Further edited (January 2016), changing "contact hours" terminology to "credit" to reflect the reduced minutes of course contact hours initiated in Fall 2015.

The Board of Trustees has both the authority and the responsibility to declare that reasons exist for terminating tenured faculty and/or other faculty before their current appointments have expired. This declaration should be made only after consideration of the recommendations of both the President and the Faculty as specified below.

11.4 REASONS FOR TERMINATION OF FACULTY UNDER THE RETRENCHMENT POLICY

11.4.1 Financial: Financial reasons are understood to include:

- A financial crisis which threatens the survival of the institution.
- A deterioration of the financial stability of the College, which, if it is allowed to continue, would threaten its survival.

11.4.2 Discontinuance of Program or Discipline that requires dismissal of faculty. Discontinuance reasons are understood to include:

- Educational considerations reflective of the overall mission of the College and related to dismissal of faculty.
- Financial reasons which, though they do not constitute an emergency for the College as a whole, do suggest that continuation of the program would not be in the best interests of the College.

11.5 PROCEDURES AND CRITERIA

11.5.1 Procedures: The following procedures are to be followed prior to any declaration of retrenchment.

11.5.1.1 The President shall consult the members of the Administrative Advisory Council in identifying the conditions and reasons which call for retrenchment and the specific measures which should be taken to alleviate the crisis.

11.5.1.2 The President's recommendations and supporting rationale are to be given to the Faculty in session. This presentation shall include all essential information (financial data, projections, and the like) on the need for retrenchment, and the specific reductions planned in all affected areas of the College. Written copies of the President's presentation shall be provided to the Faculty.

11.5.1.3 After the President's presentation to the Faculty, that body shall send its own written recommendations, both on the need for retrenchment and the specific measures planned for alleviating the situation, to the President within 30 days.

11.5.1.4 The President shall then immediately submit to the Board of Trustees both sets of recommendations.

11.5.1.5 In the event that the recommendations of the President and the Faculty differ, both shall have access to the Board of Trustees to explain their respective positions.

11.5.2 Criteria for Termination of Faculty

If the Board of Trustees decides that conditions require retrenchment, the following steps are to be taken:

11.5.2.1 The President shall consult with the Faculty Personnel Committee, the Curriculum and Educational Policy Committee, and the Dean of the College in establishing the criteria upon which decisions on termination of faculty appointments are to be made.

11.5.2.2 Consideration must be given to such things as the educational mission of the College, the quality and integrity of the academic program, qualifications of the faculty member, length of service to the College, age, availability of other employment possibilities, and legal requirements (e.g., minority rights) in establishing the criteria according to which decisions on termination are to be made.

11.5.3 Termination Decisions

The decisions about the individual faculty members who are to be terminated are the responsibility of the President after appropriate consultation. The decisions will be based on the recommendation of the Dean of the College after consultation with the Associate Deans, who will have consulted their respective advisory councils. This recommendation must be set forth in terms of the criteria established in [Section IV: Article 11.5.2] above, and must be shared with the individual faculty members affected prior to being submitted to the President. If a faculty member so requests, the recommendation of the Dean will be reviewed by the Faculty Personnel Committee before being submitted to the President for a decision.

11.5.4 Termination Procedures

- 11.5.4.1 Tenured faculty are not to be terminated before non-tenured faculty, except where a serious distortion of the academic program would otherwise result.
- 11.5.4.2 One who is terminated must be notified in writing at least 10 months prior to the effective date, or if there is not sufficient time for the 10 month notice period, the equivalent of 10 months' severance pay is to be provided by the College in lieu of such notice. The notice will clearly explain the criteria used in reaching the decision.
- 11.5.4.3 A faculty member who is notified of termination by the President has the right of appeal to the Board of Trustees. Such appeal must be made in terms of the criteria established in [Section IV: Article 11.5.2], above.
- 11.5.4.4 Before terminating a tenured faculty member in these circumstances, every reasonable effort will be made to place the faculty member concerned in another available St. Norbert College position for which he or she is qualified.
- 11.5.4.5 If placement in another position can be accomplished by a reasonable period of training, financial and other support for such training will be offered. The extent of such an offering, however, shall be equitably adjusted to the faculty member's length of past and potential service.
- 11.5.4.6 The College may not, for a period of four years, make new appointments in those academic areas where tenured faculty members have been terminated unless the terminated faculty member has been offered reinstatement and rejects it.

12 EQUAL OPPORTUNITY STATEMENT

St. Norbert College adheres to all policies of non-discrimination on the basis of age, race, creed, color, handicap, marital status, sex, sexual orientation, national origin, ancestry, arrest record or conviction, as defined by current federal and state statutes.

It is the policy of St. Norbert College not to discriminate in its student admissions practices, educational programs, scholarship and loan programs, athletic and other school administered activities. The College is also committed to a policy of equal employment opportunity. All personnel policies including those on employment, compensation, fringe benefits, transfers, and training programs are administered without discrimination. The College requests and expects its agents and those with whom it conducts its affairs to support our commitment to these important programs.

13 APPOINTMENT AND TENURE OF NORBERTINES

By virtue of the Norbertine foundation of the College, the continued Norbertine ownership and substantial support of the institution, and the fact that the Norbertine presence on campus gives to the College's programs a distinctive character permeating the educational experience of its students, Norbertines have a unique role to play in the life of St. Norbert College. The character and strength of the institution, indeed, cannot be maintained without a strong Norbertine presence both in the College administration and on the Faculty. To help insure this presence while at the same time sustaining the highest professional standards of competence for administrators and faculty, the College has adopted the following policy regarding the appointment and tenure of Norbertines to the College staff.

13.1 APPOINTMENT

All qualified Norbertines who wish to come to the College should be assigned to this mission, even in cases where the immediate need of the College in the area of the Norbertine's expertise may not be pressing. If, for example, the appointment of a Norbertine professor of chemistry would somewhat overstaff this department, such an appointment is to be regarded as a strengthening of the department which the College could not afford except for the Norbertine contribution. The same holds true also for areas such as student life, campus ministry, and others. In such instances, there must be no injustice to lay people teaching or working in the department. It must be strongly emphasized that the result desired by the application of this policy is an increased Norbertine presence, not a reduced lay component.

13.2 TENURE

The professional competence and performance of all Norbertines appointed to the staff of the College shall be evaluated by the same criteria, and according to the same policies and procedures, published in the Faculty Policy Statement for all faculty, or, in the case of administrators, by the same criteria, and according to the same procedures, established for all staff members in the same area. When a Norbertine faculty member, in keeping with the policies published in the Faculty Policy Statement, is to be considered for a granting of tenure, however, the principles cited above as governing the appointment of Norbertines to the staff shall likewise govern in any question (other than those of professional competence and satisfactory performance of duties) regarding the awarding of tenure.

14 POLICY ON PART-TIME NON-TENURE-TRACK FACULTY

14.1 ST. NORBERT COLLEGE AND PART-TIME FACULTY

St. Norbert College recognizes the important contribution of part-time faculty members. Part-time faculty provide curricular flexibility and enrichment, replacements for faculty on sabbaticals or release time, specialized skills not possessed by full-time faculty, and assistance in staffing Core Curriculum and verbal skills courses as well as programs that could not otherwise operate.

The policy statements listed below flow from St. Norbert College's high regard for qualified part-time faculty members, from a recognition of their important contribution to the College, and, finally, from the Norbertine spirit of collegiality which promotes community at the College. The policies consider the needs of the institution as well as the interests of the individual.

14.2 CATEGORIES OF PART-TIME FACULTY ⁷⁷

Part-time faculty may teach advanced courses, if qualified. Decisions about course assignments will be made by the Associate Dean in consultation with the disciplinary Faculty when scheduling in spring of the following year. When there is a pool of part-time faculty members from which the Associate Dean and the disciplinary Faculty must choose, they will make judgments based on the following criteria: qualifications, teaching evaluations, and length of service to the College. Qualified administrators and Norbertines will normally take precedence over other part-time faculty except where someone has significant seniority.

By definition part-time faculty "are those who work less than a full-time load as this is defined by their employing institution" (Biles and Tuckman, p. 1). Full-time, tenure-track membership in the St. Norbert Faculty is defined in [Section I: Article 1.1] of the Faculty Constitution and elaborated on in the Faculty Policy Statement. Using this definition and elaboration as the comparative norm, and based on an individual's degree qualifications and length and regularity of employment, St. Norbert College recognizes three categories or classifications of part-time, non-tenure-track faculty.

- 14.2.1 Lecturer
Does not have a terminal degree in the teaching field and teaches on an occasional basis, typically one or two courses in any given year, or, on a regular basis but usually only once a year.
- 14.2.2 Adjunct Instructor
Does not have a terminal degree in the teaching field, but is teaching on a regular basis at least one course each semester.
- 14.2.3 Adjunct Assistant Professor
Has a terminal degree in the teaching field and is teaching on a regular basis, at least one course each semester.

Depending on degree qualifications or previous teaching and/or other experiences, individuals may also be designated Adjunct Associate Professor or Adjunct Professor. These latter two designations may apply to a visiting professor or to someone hired from the outside.

14.3 POLICIES

- 14.3.1 The Associate Dean will meet with part-time faculty in her or his division each January to discuss potential opportunities for teaching the following year, and to determine the availability of the faculty member. The Associate Deans will bring their recommendations to the Dean of the College for approval prior to scheduling the faculty member's course assignment(s) for the fall semester, and the projecting of his or her offerings for the spring semester.
- 14.3.2 The criteria for assigning courses are, basically, the needs of the institution and the qualifications of interested and available personnel. Curricular enrichment, made possible by the proximity of a qualified individual, while not strictly a need, may also be considered a legitimate reason for employing part-time faculty, so long as such employment does not adversely affect other positions of higher priority.

⁷⁷ This section especially, but also portions of the "Policies" section, relies to some extent on George E. Biles and Howard P. Tuckman, *Part-Time Faculty Personnel Policies*. American Council on Education. (New York: MacMillan Publishing Company, 1986) Professor Tuckman also worked for the AAUP for a period of nearly ten years surveying and writing about part-time faculty.

- 14.3.3 Part-time faculty contracts are of three types: fall semester, spring semester and academic year. The Dean of the College, in consultation with the Associate Dean, shall decide the rank of the part-time faculty member and the type of contract that will be offered to her or him.
- 14.3.4 The Dean of the College will issue most part-time faculty contracts during the spring semester for the following academic year. However, since it is not always possible to project the College's needs a year in advance, some hiring decisions may necessarily be delayed. If, for example, the need for a particular faculty member's projected course offering(s) for the spring semester depends on the size of the incoming freshman class, a decision on his or her spring semester contract will not be made until after the College's fall registration. Other examples of the need for issuing part-time faculty are academic program changes, and the results of new faculty recruitment.
- 14.3.5 In addition to determining salary according to length and regularity of employment and academic credentials, financial remuneration will increase progressively according to the work load.
- 14.3.6 Part-time faculty will be eligible for convention and travel funds from their respective divisions, as well as from the Faculty Development Fund, on a prorated basis, depending on length and amount of service. Since part-time faculty do not share the same collegial responsibilities as full-time faculty, such as advisement and committee work, each course taught will equate with one-fourth time. Any advisement or committee work will be addressed in salary terms. Such arrangements will be made by the Dean in consultation with the Associate Deans.

Thus, for example, four courses per year would be considered one-half time employment for a part-time faculty member when considering requests for convention and travel. This individual would be eligible for one half of the amount granted to a full-time faculty member, according to the formula for granting such requests in any given year.

- 14.3.7 Part-time faculty will not be expected to teach Independent Study courses, nor should the amount of remuneration for part-time faculty depend on the numbers enrolled in their courses during the regular academic year. This does not change the College's prerogative to cancel low-enrollment courses.
- 14.3.8 Part-time faculty will receive all standard College communications, for example: announcements of Faculty meetings, minutes of Faculty meetings, announcements of extra-curricular programming, the President's letter.
- 14.3.9 Part-time faculty will be evaluated by students (SOOTs) once a year, and at least once every two years by the Associate Deans.
- 14.3.10 Initial hiring of part-time faculty members should include evaluation of credentials by representatives from the discipline and the Associate Dean and an interview involving as many of the disciplinary Faculty as possible. The College will advertise for part-time positions through the appropriate channels. When the College receives an unsolicited application, and sees an opportunity for employing that person, it need not advertise for that position. The College will, of course, follow the screening procedures just outlined.
- 14.3.11 Part-time faculty are invited to attend divisional and Faculty meetings as non-voting participants. Disciplines may invite part-time faculty to their meetings, but this decision is up to the disciplinary Faculty. Part-time faculty are strongly encouraged to attend orientation and are invited to the annual Faculty Conference and have the opportunity to attend commencement.

- 14.3.12 Part-time faculty will be supplied with office space, depending upon availability. Office space is assigned according to the following priority: full-time, phased retiring, and part-time, depending on the number and regularity of course offerings.
- 14.3.13 When a full-time, tenure-track position, for which a part-time faculty member is qualified, becomes available, the part-time faculty member may compete for the position on an equal basis with other applications.

15 COLLEGE-SPONSORED PROGRAMS

Consistent with its mission and purpose, and in recognition of its role in the broader community, it is the policy of the College to actively support and to assist faculty members in the implementation of special programs and projects of significant value to both the College community and the broader external community.

15.1 The following statement pertains to any programs and projects primarily intended for students, faculty, and other members of the College community, as well as to regular academic programs, or offerings which are a part of regular academic programs:

The objective of St. Norbert College is education. Included in that objective is the encouragement of free and fearless inquiry and the freedom of expression. The criterion of acceptability for a campus speaker or any other program officially sponsored by the College is that it helps to achieve such an objective. The views may, indeed should, frequently run counter to opinions of some students, faculty members, and administrative personnel--perhaps in extreme cases, all of them. The College cannot avoid controversy, nor does it desire to do so. No educational institution preparing men and women to live, work, and hold responsible positions in the 21st century could possibly live up to its responsibilities if it avoided intensive study of all points of view on significant issues. Such a study of differing opinions will obviously create disagreement and controversy, but it is a vital aspect of education. St. Norbert College cannot afford to do without it. We recognize also that the view put forward by a speaker may disagree with that held by some of our friends in the community and among our alumni. We hope that such disagreement will not prove offensive or create hostility to the College. Rather we hope that our friends will understand our obligations as educators to present as varied--to some extent, as controversial--a program as possible. The policy, therefore, of St. Norbert College is to choose speakers and other programs on the basis of their ability to make an effective academic contribution to the College community.

15.2 Special projects and programs are those which, while serving the internal College community, primarily serve and involve persons external to the College. They are projects and programs which, in the main, are intended to benefit an external audience. These programs come under the provisions of the following statement:

- 15.2.1 Special projects and programs should be, with rare exception, self-supporting. Costs may be covered by admission charges, funds from an external sponsor, or both. It is the responsibility of the project or program initiator to demonstrate that adequate funds are available to provide self-sufficiency.
- 15.2.2 Proposals for special projects and programs must be approved and budgeted prior to their announcement and marketing. Approval procedures are as follows:

- 15.2.2.1 When a faculty member has a proposal for a special project or program, he or she must first discuss the idea with the Associate Dean to see if it is a project which could come under the regular academic program.
- 15.2.2.2 Once approval of the Associate Dean is given, the faculty member will submit the proposal to the Dean of the College, who will present it to the Administrative Advisory Council for evaluation and further action.
- 15.2.2.3 Proposals for special
- 15.2.2.4 Proposals should be submitted well in advance of the anticipated date to allow for adequate consideration, development, and marketing. For second semester (Spring) programs, proposals should be submitted to the Dean's Office by October 1. First semester (Fall) program proposals should be submitted by March 1.
- 15.2.2.5 Where indicated, the Dean may refer a faculty member to the Office of Advancement for assistance in seeking external funds and developing a marketing plan.
- 15.2.3 It is the policy of the College that requests for external support must be coordinated through the Office of Advancement.

16 COLLEGE PERSONNEL PARTICIPATION IN PUBLIC ISSUES

St. Norbert College recognizes that its administrators, faculty, and staff have the same political freedoms as any other citizens. Not only does the College respect these rights but, in fact, encourages members of the College community to be interested and active in the political process (e.g., directing group action in behalf of a political candidate or issue).

At the same time, the College requires that its personnel refrain from improperly involving the College in such political action. Hence, unsanctioned political action by College personnel must not carry any appearance of endorsement by the College.

To effect the above policy, St. Norbert College establishes the following guidelines:

16.1 Under no circumstances is a College letterhead to be used in correspondence or communication with respect to such political action.

16.2 The use of the College name should be with care. For instance, in signing one's name to a letter or document, one is free to use an academic title but not the College title. With the press, however, the College title could be used as an accepted and traditional means of identification as long as it is not likely to be construed as endorsement.

16.3 The use of College facilities (e.g., copy machines) is acceptable provided they are used on the same basis as any outside agency as to pay rate, priority, etc.

16.4 College personnel are asked to be mindful of their own rights as citizens, their professional obligations to the public, and the right of the College as an institution to be neutral in partisan public issues.

17 COORDINATION OF PUBLICITY

All news releases - - whether through radio, television, or newspapers--involving the College or student activities must be coordinated and released through the Office of Communications.

18 HUMAN DIGNITY STATEMENT ⁷⁸

St. Norbert College is an institution of higher education founded on the principles of the Catholic Christian heritage as embodied in the Norbertine community. At the heart of the Catholic Christian tradition is the affirmation of the immeasurable value and sacred dignity of the human person. This affirmation is a cornerstone of the Norbertine mission to form community. St. Norbert College constantly strives to uphold the dignity of every person and to confront challenges to that dignity. The College realizes the potential exists for abuses of human dignity. It will not tolerate inappropriate use of power or authority by its members, nor does the College condone any violation of human dignity.

19 SEXUAL HARASSMENT POLICY ⁷⁹

It is the policy of St. Norbert College to provide to all members of its community an environment conducive to productive learning, working, and living, free of sexual harassment in any form. Sexual harassment is a serious obstacle to such an environment and is inconsistent with the mission of the College. (For full policy and procedures, see Employee Manual.)

20 ST. NORBERT COLLEGE INSTITUTIONAL REVIEW BOARD ⁸⁰

Our mission statement obligates us to “respect the sacred dignity of all creation”. Review of proposed research by an Institutional Review Board (IRB) assures attention to three ethical principles (respect for persons, beneficence, and justice) which underlie the ethical conduct of research involving human subjects.

- Respect for persons involves a recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy.
- Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm.
- Justice requires that the benefits and burdens of research be distributed fairly.

The Belmont Report ⁸¹ describes how these principles apply to the conduct of research. Specifically, the principle of respect for persons underlies the need to obtain informed consent; the principle of beneficence underlies the need to engage in a risk/benefit analysis and to minimize risks; and the principle of justice requires that subjects be fairly selected.

⁷⁸ Approved by the Faculty on March 17, 1992.

⁷⁹ Approved by the Faculty on October 24, 1995.

⁸⁰ Amended by the Faculty on April 19, 2005, and the Board of Trustees on May 16, 2005.

⁸¹ The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979). *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*, Washington, D.C.: U.S. Government Printing Office.

The implementation of an IRB in no way compromises the right of free inquiry in research by faculty and students (*Faculty Handbook*, Procedures and Information, XXIX), but further affirms the rights of human subjects of research, and the rights of others who may be affected by the research (*Faculty Handbook*, Procedures and Information, XXIX).

20.1 GENERAL INFORMATION

Use of humans for research or instructional purposes is subject to review and approval of the Institutional Review Board (IRB). The IRB subscribes to a set of guidelines that comply with applicable federal statutes, which must be followed whenever research involving human subjects is undertaken. Copies of the policies, procedures and submission/approval form may be obtained from the Office of Institutional Effectiveness (OIE) web site (www.snc.edu/oie).

20.2 FEDERAL REGULATIONS

The Public Health Service Act (P.L. 93-348) as implemented by HHS regulation 45 CFR 46 - Protection of Human Subjects, sets forth a common federal policy for the protection of human subjects. The regulations stipulate the composition and duties of an IRB, establish standards for informed consent, provide for sanctions against institutions and individuals who violate the regulations, and require more intensive scrutiny of research involving fetuses, in vitro fertilization, pregnant women, prisoners, and children. These regulations do not supersede other state and federal laws; they create additional duties for individuals involved in research involving human subjects.

20.3 DEFINITIONS

“Research” means a systematic investigation designed to develop or contribute to knowledge in a particular discipline. Activities that meet this definition constitute “research” for purposes of these regulations whether or not they are supported or funded under a program considered research for other purposes. For example, some “demonstration” and “service” programs may include “research activities.”

“Human subject” means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. “Intervention” includes both physical procedures by which data are gathered and manipulations of the subject or the subject’s environment that are performed for research purposes. “Interaction” includes communication or interpersonal contact between investigator and subject.

“Private information” includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place and information that has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (for example, the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

“Minimal risk” means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. (Sec. 46.102)

20.4 MUST SUBMIT INFORMATION TO THE IRB

Any faculty, staff, student or administrator engaged in research on living humans must submit information to the IRB (see submission form in appendix). In addition, faculty teaching courses (e.g. Research Methods) in

which students are expected to conduct research involving humans must request IRB approval. While many of the research projects may ultimately be declared exempt (defined below), it is imperative that researchers submit documentation in order to establish a compliance record for St. Norbert College. For research that is ultimately declared exempt, the documentation will be minimal and require little time to complete.

Faculty or staff teaching courses in which students are required to design and conduct research will make an initial submission to the IRB for the course. Assuming all criteria are satisfied, the IRB will grant conditional approval based on the course submission. Students may begin their research based on the instructor's approval. At an appropriate point in the semester, the instructor will be expected to provide brief summaries of students' research designs. The instructor may involve students in the IRB approval process in any way he or she believes is instructive (e.g. writing the design summary, providing full documentation). At a minimum, however, these summaries should describe the proposed research, its purpose, sampling method, procedures for assuring informed consent and confidentiality. The IRB will review students' research designs and confirm final approval of the course-related research.

20.5 EXEMPT RESEARCH AT ST. NORBERT COLLEGE

Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one of more of the following categories are likely to be classified exempt by the IRB and as such will require only minimal documentation.

- 20.5.1 Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
- 20.5.2 Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - 20.5.2.1 Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - 20.5.2.2 Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk for criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
- 20.5.3 Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under [Section IV: Article 20.5.2, above] if:
 - 20.5.3.1 The human subjects are elected or appointed public school officials or candidates for public office; or
 - 20.5.3.2 Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- 20.5.4 Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
- 20.5.5 Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
 - 20.5.5.1 Public benefit or service programs
 - 20.5.5.2 Procedures for obtaining benefits or services under those programs;
 - 20.5.5.3 Possible changes in or alternatives to those programs or procedures; or

20.5.5.4 Possible changes in methods or levels of payment for benefits or services under those programs. (Sec. 45 CFR 46.101)

20.6 IRB MEMBERSHIP

Consistent with federal regulations, the St. Norbert College Institutional Review Board shall consist of at least seven members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. As a college-wide committee, the IRB will be appointed by the College President. Five members will be drawn from among active researchers representing all three academic divisions, the student life division, and the Institutional Effectiveness Advisory Committee. At least one of these appointments should include a “scientist” with experience conducting non-exempt research. A member at-large will represent the interests of the campus community not directly engaged in human subjects research. Efforts will be made to ensure that at least one of these six is an ethicist (i.e. someone who is knowledgeable about research method, who has a substantial understanding of the broader implications of human subjects research, and who is predisposed to ask questions related to equity, privacy, confidentiality, and risk to human subjects). A seventh member will be appointed who is not otherwise affiliated with the College. Members of the IRB will be expected to have or develop (e.g. through on-line training, review of key documents) the expertise necessary to evaluate the proposals they receive. The IRB shall be sufficiently qualified through the experience, expertise, and diversity of its members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human participants as well as investigators. IRB members will serve a three year term with rotation. IRB membership may, when necessary be supplemented on a temporary basis, by individuals with specialized expertise.

The chair of the IRB will be appointed by the President in consultation with the Dean of the College. Ordinarily, the IRB chair will serve a one-year term as part of her/his three-year appointment to the IRB. The chair will receive and review all submissions and, if appropriate, confirm approval for research that requires minimal or limited review. The IRB Chair may consult with experts to answer questions at any time. The chair will call meetings of the full IRB whenever a full IRB review is warranted. The chair will conduct minimal and limited reviews based on the application. The IRB will meet at least once each academic year to hear the Chair’s report on submissions received and actions taken, to suggest changes in procedure as appropriate, and to construct a report to the AAC and faculty. Minutes of IRB meetings will be posted on the OIE web site and the IRB member representing the Institutional Effectiveness Advisory Committee will make regular reports to the Institutional Effectiveness Advisory Committee. Suggested changes in IRB procedures will be forwarded to the AAC for action.

20.7 CRITERIA FOR IRB APPROVAL OF RESEARCH

It is incumbent on any faculty, staff, administrators, and students engaged in research involving human subjects to familiarize themselves with federal guidelines governing human subjects research. Any faculty, staff, administrator or student undertaking research involving human subjects is expected to submit an IRB approval form (see appendix) prior to beginning their research. Failure to submit research for IRB approval constitutes a serious breach of professional standards. In the event of a legal challenge, the College will not defend research which has not been approved by the Institutional Review Board.

In order to approve research covered by federal regulations, the IRB shall determine that all of the following requirements are satisfied:

20.7.1 Risks to subjects are minimized.

- 20.7.2 Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects and the importance of the knowledge that may reasonably be expected to result.
- 20.7.3 Selection of subjects is equitable.
- 20.7.4 Informed consent will be sought from each prospective subject or the subject's legal representative and will be appropriately documented, in accordance with, and to the extent required by federal regulations.
- 20.7.5 Adequate safeguards are implemented to insure the safety of the subjects during the data collection.
- 20.7.6 Subjects' right to privacy and confidentiality is protected.
- 20.7.7 Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons or economical or educationally disadvantaged persons, appropriate additional safeguards have been included in the study to protect the rights and welfare of these subjects.
- 20.7.8 Projects that will be conducted in a cooperating institution or organization must include a letter of acceptance from the sponsoring individual or body of that institution or organization.

The IRB shall have the authority to approve, require modification in (to secure approval) or disapprove all research activity covered by this policy. The institution may reverse an approval given by the IRB, but it cannot overrule a negative decision by the IRB.

20.8 THE REVIEW PROCESS

The IRB may review some or all of the research submitted by using an expedited review procedure, if the research involves no more than minimal risk. The IRB may also use the expedited procedure to review minor changes in previously approved research within one year after initial approval has been authorized. Under an expedited review procedure, the review may be carried out by the IRB chairperson, by one or more experienced IRB reviewers, or by persons with specialized knowledge in a particular discipline who are designated by the chairperson. In reviewing the research, the reviewers may exercise all of the authority of the IRB except that the reviewers may not disapprove the research. A research activity may be disapproved only after review in accordance with the full review procedure.

20.9 THE REVIEW PROCEDURE WHEN FULL REVIEW IS WARRANTED

- 20.9.1 Upon receipt of the Submission of Proposed Research for IRB Approval form (see appendix), the Chairperson of the IRB reviews the materials to ensure that the form was properly completed and that the necessary description of the research is provided. Copies are then distributed to members of the IRB.
- 20.9.2 Upon request of the IRB, the investigator may be asked to provide additional information or to appear in person before the committee to present a full explanation of risks and protection for the human subjects. Any investigator may ask to appear before the IRB to describe the proposed research.
- 20.9.3 In cases where it is deemed necessary by the Board, consultants to the IRB may be asked to comment on a proposed research activity.
- 20.9.4 A necessary quorum for the IRB to consider a proposal is a majority of the total membership. No IRB member may participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
- 20.9.5 The IRB will decide by a majority of the members present:
 - To approve the proposal.
 - To approve the proposal with restrictions or conditions.

- To defer the proposal, pending changes in the application or receipt of additional information from the investigator or consultants to the IRB.
 - To disapprove the proposal.
- 20.9.6 Minutes will be taken at all IRB meetings.
- 20.9.7 The chairperson will inform the principal investigator in writing of the decision of the IRB.
- 20.9.7.1 If the IRB changes, the IRB chairperson or designated member will communicate these in writing to the investigator.
- 20.9.7.2 The IRB chairperson or designee will be responsible for review and approval of the investigator's submitted changes.
- 20.9.7.3 If the investigator deems it necessary to make further changes, these can be submitted to the chairperson or a designee for review and approval.
- 20.9.7.4 If there are changes in the study which the chairperson or designee feels may change the level of risk to human subjects, the investigator will be requested in writing to submit the proposal to the full board for further review.
- 20.9.8 Adverse decisions may be appealed by re review of the proposal. Appeals will be heard only when the proposal has been revised and/or provides additional information. The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with IRB requirements or that has been associated with unexpected harm to subjects. A list of the reasons for any suspension or termination will be provided to the investigator, appropriate department heads and Dean of the College.

20.10 INFORMED CONSENT

Consent to participate in research must be obtained from every potential subject who is a mentally and physically able adult. Consent must be obtained prior to the conduct of any research activities.

- 20.10.1 Elements of Informed consent [45 CFR 46 Section 116] In clear and non-technical language which is appropriate to the subject, subjects must be informed of:
- 20.10.1.1 The fact that the study is research.
 - 20.10.1.2 The purposes of the research.
 - 20.10.1.3 The expected duration of the subject's participation.
 - 20.10.1.4 The procedures to be followed.
 - 20.10.1.5 Any reasonably foreseeable risks or discomforts.
 - 20.10.1.6 Any benefits to the subject or to others that may reasonably be expected from the research.
 - 20.10.1.7 Appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.
 - 20.10.1.8 The extent, if any, to which confidentiality of data and privacy of subjects will be maintained.
 - 20.10.1.9 For research involving more than minimal risk, whether any compensation and whether any medical treatments are available if injury occurs.
 - 20.10.1.10 Whom to contact for answers to pertinent questions about the research, subjects' rights, and research related injury to the subject.
 - 20.10.1.11 The fact that participation is voluntary and that the subject may withdraw his or her consent at any time without penalty or loss of benefits.
- 20.10.2 Procedures for Obtaining Informed Consent
- 20.10.2.1 Written Consent the subject or a legal representative signs a written consent document, which explains all of the elements of informed consent.
 - 20.10.2.2 Oral Consent the subject or a legal representative signs a document indicating the subject had the all of the elements of informed consent explained orally and that s/he understands this description and s/he agrees to participate in the activity described In

addition, an auditor witness to the oral presentation must be present and must sign the consent form as “witness.” A written script of the oral presentation must be approved by the IRB and will be retained as a part of the IRB records.

20.10.2.3 Surveys/Anonymous Questionnaires Surveys and questionnaires are “anonymous” only when the individual’s identity is unknown to the investigator. Requirements of informed consent can be fulfilled by instructions or a cover letter that explains (as applicable) the project, purpose and duration of participation time; how to contact the investigator for more information; a statement that assures anonymity; indication that voluntarily returning the questionnaire constitutes consent to participate.

20.10.2.4 Audio or Video Taping

A research project that proposes use of audio or video taping must include a separate consent form that states what type of medium will be used to record the subject. This form must also state how the audiotape or videotape will be secured after the research project has concluded.

20.10.3 Exceptions

There may be cases in which the use of either of these procedures for obtaining informed consent may be considered inappropriate by the investigator because they would adversely affect the experimental design or procurement of valid results. Accordingly, modifications to the above informed consent procedures can be recommended to the IRB. However, all modifications must be approved prior to implementation of the proposed research. This approval must be recorded in the board's minutes. No such modification will be approved unless, and until, the IRB or designee determines:

20.10.3.1 That the risk to any human subject is, in fact, minimal, justifying a less full disclosure in the informed consent procedures than would normally be required; or

20.10.3.2 That the use of either consent procedure would, in fact, invalidate objectives of considerable immediate consequence, and that the use of any reasonable alternative means for attaining these objectives would be less advantageous to the subject.

21 ST. NORBERT INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE ⁸²

21.1 JUSTIFICATION FOR AN INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

Central to the conduct of modern academic and medical research in the sciences is the ethical treatment of human and animal research subjects. To meet this need in both teaching and research settings, Institutional Review Boards (IRBs) have been established at virtually all colleges, universities and medical centers, especially those conducting research with federal funds. Typically the IRB is divided into committees handling human subjects and those handling animal research projects. St. Norbert College has an established IRB to review research projects involving human subjects. The IACUC reviews research projects involving animals (defined as any non-embryonic member of the subphylum Vertebrata, meaning any animal with a spinal column) to meet the standards established by the National Institutes of Health (NIH), the National Science Foundation (NSF), and the United States Department of Agriculture (USDA).

The committee typically is composed of a veterinarian, faculty from science and non-science disciplines, and individuals not affiliated with an institution but who have an interest in animal welfare. The functions of the IACUC are to (see <http://grants1.nih.gov/grants/olaw/>):

⁸² Approved by the Faculty on February 17, 2009.

- implement policies for and assure institutional adherence to animal care and housing that are within the guidelines established by the Public Health Service (PHS) of NIH, which require that animal subjects are treated ethically and that all reasonable accommodations have been made to minimize pain and suffering,
- conduct reviews of proposed research protocols submitted by faculty who want to use animals in teaching and/or research,
- inspect facilities used for animal care, housing and testing semi-annually,
- advise as to the upkeep and maintenance of said facilities and to recommend renovations or upgrades to equipment, and
- ensure adequate training for IACUC members and all individuals who work with laboratory animals.

21.2 IACUC FUNCTIONS

- 21.2.1 The IACUC allows faculty to apply for and receive federal funds for research using animals. According to the Health Research Extension Act of 1985 (Public Law 99-158, Nov 20, 1985), “Animals in Research”:
“...each applicant for a grant, contract, or cooperative agreement involving research on animals which is administered by the National Institutes of Health or any national research institute” [must] “include in its application or contract proposal, submitted after the expiration of the twelve-month period beginning on the date of enactment of this section-
- (1) assurances satisfactory to the Director of NIH that
 - (A) the applicant meets the requirements of the guidelines...and has an animal care committee which meets the requirements of subsection (b),” [which requires] “animal care committees at each entity which conducts biomedical and behavioral research with funds provided under this Act.
 - (B) Scientists, animal technicians, and other personnel involved with animal care, treatment, and use by the applicant have available to them instruction or training in the humane practice of animal maintenance and experimentation, and the concept, availability, and use of research or testing methods that limit the use of animals or limit animal distress; and
 - (2) a statement of the reasons for the use of animals in the research to be conducted with funds provided under such grant or contract.”
- 21.2.2 The IACUC puts the College in compliance with regulatory and accreditation agencies. An IACUC guarantees adherence to state, federal and international guidelines for the care and use of animals, which are overseen by the Wisconsin Department of Agriculture, Trade and Consumer Protection, the USDA (specifically implemented by USDA’s Animal and Plant Health Inspection Service (APHIS)), the Office of Laboratory and Animal Welfare (OLAW) of the NIH, and the Association for Assessment and Accreditation of Laboratory Animal Care, International (AAALAC). Assessment of the animal facilities by the IACUC will aid in inspection-readiness at all times for AAALAC accreditation and compliance to the Animal Welfare Act, overseen by the USDA.
- 21.2.3 The IACUC provides a good model for students, who will be expected to understand IACUC practices if they move on to graduate or professional school, and suggests that animal welfare is of importance to the college. Such a committee is fundamental to the mission of the college and aids in the development of our students in becoming better scientists and citizens. Programs in the sciences at St. Norbert need IACUC review for the use of animals in both formal courses and student-faculty research, which is integral to our effort to bring modern science to the students. The formal review of animal experimental protocols is no longer optional, and even if it were, such review should be paramount given the College Mission

Statement. With the proper support, a functioning IACUC is relatively inexpensive to maintain. Such a committee will clearly advance pedagogy, research, and the College core value of the respect for “the sacred dignity of all creation.”

21.3 IACUC MEMBERSHIP AND RESPONSIBILITIES

An IACUC must consist of at least five members, appointed by the President of the College, including (<http://grants1.nih.gov/grants/olaw/>):

- A doctor of veterinary medicine certified in laboratory science.
- At least one practicing scientist (St. Norbert faculty member) with experience in research involving animals.
- At least one nonscientist (St. Norbert faculty member outside of the Natural Science Division)
- At least one member of the general community with interests in the proper care and use of animals. This individual cannot be a laboratory animal user, be affiliated with St. Norbert College, or be a member of the immediate family of someone who is affiliated with St. Norbert.

The IACUC will meet at least once every six months, or as protocol review is necessary. The review process (see sample Animal Research Protocol Approval Form below) typically consists of a full committee review during a meeting of a quorum (majority) of the IACUC members. This review could result in full approval of the protocol, a requirement for modifications (to secure approval), or rejection. It is the responsibility of the IACUC to fully document the method of review for a protocol, including the deliberations, along with the outcome of it. The criteria for the IACUC to consider for protocol review are:

- Whether the work is consistent with the Guide for the Care and Use of Laboratory Animals, unless a scientific justification for a departure is acceptable to the IACUC,
- The protocol conforms with the policies of St. Norbert’s Office of Sponsored Programs,
- The protocol will be conducted in accordance with the USDA Animal Welfare Regulations, and
- The protocol meets the requirements of Public Health Service Policy on Humane Care and Use of Laboratory Animals at IV.C.1.a-g

The IACUC should consider the three “Rs” of alternatives when reviewing protocols (see <http://grants.nih.gov/grants/olaw/references/phspol.htm>):

The federal mandate in U.S. Government Principle IV to avoid or minimize discomfort, distress, and pain in experimental animals consistent with sound scientific practices, is synonymous with a requirement to implement refinements (e.g., less invasive procedures or use of analgesia). Similarly, the mandate in U.S. Government Principle III to use the minimum number of animals necessary to obtain valid results is synonymous with a requirement to reduce animal numbers. U.S. Government Principle III further states that mathematical models, computer simulation, and in vitro biological systems should be considered, and is synonymous with a requirement to replace non-animal models wherever possible. Thus, consideration of the three “Rs” should be incorporated into IACUC review, as well as other aspects of the institution’s program (e.g., investigator training).

For ongoing projects, a de novo protocol review is due every three years. No animal work could begin without IACUC approval. Finally, any significant change to a project (change in method of anesthesia or euthanasia, species of the animal, etc.) requires re-review by the IACUC.

Annually, the IACUC (through the Institutional Officer, Office of Sponsored Programs) must also submit a report to OLAW, describing any changes in St. Norbert’s program of animal care and use. Every six months,

the IACUC will inspect the animal facilities, including rooms in which animals are housed as well as all laboratory spaces in which testing or manipulation occurs.

21.4 TRAINING OF ANIMAL USERS AND ONGOING CARE OF ANIMALS

Any St. Norbert faculty or student working with animals must be appropriately trained, with the training program delivered and maintained under the auspices of the IACUC. Commercially available training materials are available through AALAC. At minimum, the Guide for the Care and Use of Laboratory Animals requires institutions to:

- Ensure that individuals who use or provide care for animals are trained and qualified in the appropriate species-specific housing methods, husbandry procedures, and handling techniques,
- Ensure that research staff members performing experimental manipulation, including anesthesia and surgery, are qualified through training or experience to accomplish such procedures humanely and in a scientifically acceptable fashion,
- Provide training or instruction in research and testing methods that minimize the number of animals required to obtain valid results and minimize animal distress,
- Ensure that professional staff whose work involves hazardous biological, chemical, or physical agents have training or experience to assess potential dangers and select and oversee the implementation of appropriate safeguards, and
- Ensure compliance with any initial and continuing education regarding state requirements for the licensing of veterinary or animal health technicians.

Occupational health and safety must also be part of the program, via guidelines from the National Research Council publication Occupational Health and Safety in the Care and Use of Research Animals, with training provided by St. Norbert's Chemical Hygiene Officer.

22 ADDITIONAL PRINCIPLES AND PROCEDURES GOVERNING RESEARCH AT ST. NORBERT COLLEGE

22.1 PRINCIPLES

- 22.1.1 We, the Faculty and Board of Trustees of St. Norbert College, affirm the right of free inquiry in research by faculty and students in accordance with the standards of academic freedom. See [Section II: 1] of the Faculty Policy Statement.
- 22.1.2 We affirm the rights of human subjects of research, and the rights of others who may be affected by the research, in accordance with the standards of law and the academic professions.
- 22.1.3 We affirm the right of St. Norbert College to fulfill its mission as a Roman Catholic academic institution as defined by the College's Goals and Objectives Statement and the Religious Dimension Statement.

22.2 PROCEDURES

- 22.2.1 Any member of the College community (including the researcher) who believes that one or more of the three principles is in jeopardy at St. Norbert College may communicate that concern to the Faculty Advisory Council through the Council's Chair.
- 22.2.2 If the Faculty Advisory Council believes the concern warrants further consideration, it shall immediately convene an ad hoc review committee consisting of the elected members of the Faculty Advisory Council and the elected members of the appropriate Divisional Advisory

- Council (excluding any faculty members of either body directly responsible for the research in question).
- 22.2.3 The review committee shall take oral or written testimony from the person or persons who originally expressed concern and, if different, from the faculty member or student responsible for the research in question. The committee shall hear any member of the researcher's discipline who wishes to testify. The committee may receive other testimony and evidence at its own discretion. The researcher shall have access to all evidence considered by the committee.
- 22.2.4 The review committee shall address 22.2.4.1 and 22.2.4.2, below:
- 22.2.4.1 Whether or not the research project has been subject to unwarranted or improper restraint by other members of the College community, reflecting a significant departure from the first principle above.
- 22.2.4.2 Whether or not the research project significantly departs from the second or third principle above. If it does, the committee shall first attempt to help the researcher modify the research protocol. If no consensus is reached with the researcher, the committee may prohibit further use of St. Norbert facilities, support, and students in the research.
- 22.2.5 The review committee's final determination shall be given in writing to the parties involved. The report shall state the criteria and evidence used in making its determination and support those criteria by references to documents which clarify the three general principles identified above. The report and the research proposal or description to which it refers shall be filed in the Faculty Development Center for faculty reference.
- 22.2.6 The Academic Committee of the Board of Trustees shall be the committee of final appeal.

23 POLICY ON ROMANTIC/SEXUAL RELATIONSHIPS ⁸³

23.1 FACULTY/STUDENT RELATIONSHIPS

St. Norbert College is an institution of higher education founded on the principles of the Catholic Christian heritage as embodied in the Norbertine tradition, and dedicated to providing an education that is personally, intellectually and spiritually challenging.

The personal relationships that a student develops with members of the Faculty play a fundamental role in that student's education at St. Norbert College, and St. Norbert College faculty members devote a significant portion of their energies to forming close mentoring relationships with students in order to promote the personal, intellectual, and spiritual growth of the student. This mentoring relationship is potentially subject to irreparable harm by a romantic/sexual relationship⁸⁴ between the faculty member and the student.

Furthermore, romantic/sexual relationships between faculty members and students are particularly susceptible to exploitation. The power exercised by the professor in giving praise or blame, grades, and recommendations for further study or employment, may place the student in a vulnerable position and may endanger the impartiality of the professor, thus creating a problematic learning environment for other

⁸³ Approved by the Faculty on March 21, 2006, and the Board of Trustees on May 16, 2006.

⁸⁴ The term "romantic/sexual" as used in this document is difficult to define in its entirety. However, evidence of a romantic/sexual relationship may include but not be limited to the following behaviors: a pattern of exclusivity between the couple, physical touching that implies a romantic intention or desire, actual physical intimacy, written communication or other actions that imply or directly indicate romantic interest.

students as well. Even when both parties have consented to the development of such a relationship, it is generally the case that the faculty member, by virtue of his or her position, will usually be held responsible for unprofessional behavior in the event of allegations of inappropriate behavior by either party directly involved in the relationship, as well as by third parties who are indirectly involved and may be adversely affected.

In light of these considerations and given the fact that a faculty member might be called upon to teach, advise, evaluate or supervise any student, the St. Norbert College faculty prohibits all faculty members from engaging in romantic/sexual relationships with any student enrolled at St. Norbert College. The College recognizes that consensual relationships may exist which may be reasonably exempt from this prohibition (e.g. a relationship which predates the student's enrollment at the College). In these cases the faculty member must recuse herself or himself if called upon to teach, advise, supervise, evaluate, or in any way reward or punish this particular student. A faculty member's failure to adhere to these standards constitutes unprofessional conduct and will be subject to sanctions levied after due process by the Faculty Committee concerned with academic ethics.

23.2 FACULTY/FACULTY RELATIONSHIPS

Faculty members who are or have been involved in consensual relationships must remove themselves from any activity or evaluation that may reward or punish the other individual. There may be occasions when comment from one of the parties involved in a consensual relationship is deemed necessary. In that case, either party should consult his or her Associate Dean to determine a procedure that will best maintain the integrity of the evaluative or supervisory process. A faculty member's failure to respect these standards may constitute unprofessional conduct.

24 JOINT STATEMENT ON RIGHTS AND FREEDOMS OF STUDENTS ⁸⁵

24.1 IN THE CLASSROOM

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

24.1.1 Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

24.1.2 Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. For the procedures on appealing grades see [Section III: Article 9].

24.1.3 Protection Against Improper Disclosure

Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation.

⁸⁵ AAUP, *Policy Documents & Reports*. "Student Rights and Freedoms: Joint Statement on the Rights and Freedoms of Students," 1992 edition.

Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

24.2 STUDENT RECORDS

Institutions should have a carefully considered policy as to the information that should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement.

Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus or to any person off campus without the express consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

25 RELEASE OF INFORMATION FROM STUDENT RECORDS

Most of the College's students ultimately enter other undergraduate schools, graduate schools, industry, educational institutions, or government. Decisions relating to their entrance into these institutions must often be based on information in their records at St. Norbert College. It is the obligation of the College, therefore, to furnish these institutions accurate and representative data. All officers and all employees of St. Norbert College who are called upon to give out such information shall do so only in accordance with the following guidelines:

25.1 EXTERNAL DISSEMINATION OF INFORMATION

25.1.1 General Procedure

No information from the records of the College about any student other than the student's name, dates of registered attendance, the nature of degrees granted, and the dates on which the degrees were conferred shall be given to anyone by any officer or employee of the College except with the written permission of the student. This rule applies to information requested for government security checks, financial credit evaluations, and all other purposes. (In compliance with FERPA)

25.1.2 Transcripts

Transcripts may be released only upon the written request of the student. Under no circumstances shall transcripts be released upon the request of third persons or as the result of telephone calls from the student.

25.2 INTERNAL DISSEMINATION OF INFORMATION

25.2.1 Examination of students' files or the receipt of information from students' files shall be restricted normally to the Dean of Student Life, Associate Dean of Student Life, the Dean of the College and Academic Vice President, and advisors. Advisors normally will be restricted to the files of their advisees only.

25.2.2 The distribution of reports based on information extracted from students' files shall be restricted to those persons having a legitimate need to know. As specific examples, student

listings, student addresses, and student directories shall not be disseminated without the exercise of proper discretion.

- 25.2.3 A student's social security number and grades shall not be made public. No course work shall be made public except with the express permission of the student.

26 POLICY ON SERVICE TO STUDENTS WITH DISABILITIES ⁸⁶

26.1 DEFINITION OF DISABILITY

St. Norbert College subscribes to the definition of disability stated in the Americans with Disabilities Act (ADA) of 1990, and in Section 504 of the Rehabilitation Act of 1973. Under federal law, a person is disabled if he or she has a physical or mental impairment that substantially limits one or more major life activities. Individuals may also be considered disabled if they have a history of an impairment as just defined or if they are regarded by others as having such an impairment. Although the College does not provide diagnostic services to determine the presence or type of disability nor have a formal program for students with disabilities, it does provide services to individuals who have disabilities.

26.2 THE COLLEGE'S RESPONSIBILITY TO STUDENTS WITH DISABILITIES

Students with disabilities, as defined above, are entitled to reasonable accommodations for their disabilities. Reasonable accommodations are modifications or adjustments to either the College environment or to academic tasks that make it possible for students with disabilities to perform the functions needed to fulfill the College's degree requirements. Faculty are expected to make reasonable accommodations as specified by the Coordinator for Services to Students with Disabilities unless the suggested accommodations require a substantial change in an essential element of the curriculum or intrude upon a faculty member's legitimate academic freedom. Reasonable accommodations exclude those that would require significant difficulty or expense for the College or personal items, such as eyeglasses.

26.3 THE RESPONSIBILITY OF THE STUDENT WITH DISABILITIES TO THE COLLEGE

To establish eligibility for academic accommodations, students with disabilities must provide documentation of their disabilities to the Coordinator for Services to Students with Disabilities. The student also has the obligation to make his or her accommodation needs known to College personnel in a position to provide assistance. Such personnel may include individual instructors, residence life staff, academic advisors, counselors, and so on. The College strongly encourages students with disabilities to inform appropriate personnel of their needs for academic adjustments/accommodations prior to or at the beginning of an academic term. This is of critical importance for students whose disabilities require physical modifications such as classroom re-location.

26.4 SUPPORT SERVICES FOR THE STUDENT WITH DISABILITIES

The Coordinator for Services to Students with Disabilities is responsible for the implementation of policies and procedures that assist students with disabilities. The Coordinator may refer students to other College offices for help in specific areas, e.g., the Academic Support Services Office for tutorial assistance; the Health Center; the Counseling Center. The Coordinator will also work with the student, instructors, or other College staff to provide the reasonable accommodations defined above.

⁸⁶ Approved by the Administrative Advisory Council (later known as the President's Cabinet) in July 1993.

27 APPEALS PROCESS FOR DISPUTES REGARDING ACADEMIC ACCOMMODATIONS

27.1 INFORMAL PROCEDURE

The student or faculty member who believes he or she has a valid basis for complaint regarding a requested academic accommodation shall first attempt to resolve the issue with the student or faculty member involved. If this effort proves unsuccessful, the complainant will discuss the concern with the Coordinator of Services for Students with Disabilities who shall investigate the complaint and attempt to resolve the disagreement in a timely manner. If a resolution is not achieved, the complainant may then initiate formal procedures. The appeal should be made within five working days of the unresolved complaint.

27.2 FORMAL PROCEDURE

- 27.2.1 A written appeal shall be directed to the Associate Dean who forwards it to the Academic Accommodations Review Panel which is composed of three elected members of the Faculty (elected to terms of three years) and the Coordinator of Services for Students with Disabilities, serving ex officio without vote. The role of the Academic Accommodations Review Panel is to interpret the application of the relevant statutes on Academic Accommodation to the particular case being appealed.⁸⁷
- 27.2.2 The complainant will prepare a general description of the complaint and sign the statement. (In a case in which the complainant has been diagnosed with a Developmental Expressive Writing Disorder, the Panel will waive the requirement for a written statement and allow the complainant to present his or her case orally.) The Dean shall solicit a written response from the other party and submit all document(s) to the Panel.
- 27.2.3 The Panel will consider the petition as well as the response of the other party, and investigate further as it deems appropriate. The Panel will conduct a hearing if either party so requests.
- 27.2.4 The Review Panel will render a decision regarding the complaint within ten working days of receipt of the complaint. The decision will be communicated in writing to the student, the faculty member, the Coordinator of Services for Students with Disabilities, and the ADA/Section 504 Officer of the College.
- 27.2.5 Either party may, if he or she chooses, appeal through the College's Affirmative Action Officer to the Office of Civil Rights, U.S. Department of Education.

28 SALE OF CLASSROOM MATERIALS TO STUDENTS

Materials provided to the students for use in their course studies must be provided through the discipline at no cost to the student or sold to the student through the College Bookstore. If the materials are sold through the Bookstore, the discipline will be reimbursed for their cost and the Bookstore will establish the price comparable to other locally produced items.

29 CORE CURRICULUM⁸⁸

29.1 PHILOSOPHY OF SNC CORE CURRICULUM

⁸⁷ Amended by the Faculty in October 1997, and the Board of Trustees on February 5, 1998.

⁸⁸ The Core Curriculum was adopted by the Faculty on November 29, 2011, and approved by the Board of Trustees on February 10, 2012. Core Curriculum requirements will be phased in, beginning with entering Class of 2013.

St. Norbert College's Core Curriculum is an essential component of the College's mission as a Catholic, liberal arts and Norbertine institution. The Core Curriculum provides students with the intellectual preparation, set of skills, knowledge, and experiences that will enable them to flourish in a complex and rapidly changing world. Furthermore, it offers students a systematic pattern for personal growth through shared learning experiences designed to enhance spiritual development grounded in the Catholic, Norbertine values central to the College's identity and purpose. Completion of the Core Curriculum will provide a common liberal arts foundation for the College's academic major programs, fulfill important institutional learning objectives and help students attain their own, personal goals.

29.2 GOALS OF SNC CORE CURRICULUM

- 29.2.1 The acquisition of intellectual and cognitive skills, which includes
- The desire and ability to question, to pursue truth, and to be life-long learners
 - Oral and written communication
 - Capacity for quantitative thought and expression
 - Critical analysis, interpretation, synthesis and integration using the methods of the humanities, natural sciences and social sciences.
 - Understanding the integrative approach of the Catholic intellectual tradition
- 29.2.2 Understanding the world and one's place in it, which includes
- The natural world, its relationship to human activity, and stewardship of the environment
 - Human nature, human relationships and society
 - The commonality, diversity and continuity of human experience and culture
 - The influence of religious heritages
 - Personal and social responsibility, social justice, service, pluralism, and the tradition of peace and reconciliation
- 29.2.3 Understanding religious and spiritual dimensions of life, which includes
- Knowledge of religious traditions, particularly Christian
 - Knowledge of the Catholic tradition and the Norbertine heritage
 - Identifying and reflecting upon one's religious convictions and spiritual growth
 - Knowledge of the dialogue between faith and reason, especially in the Catholic intellectual tradition
- 29.2.4 The development of creativity and self-expression, which includes
- Understanding literature and the fine and performing arts
 - Nurturing creativity and self-expression as dimensions of the whole person by actively engaging in the creative process
 - Developing the ability to make creative contributions to knowledge, society and culture
- 29.2.5 The development of personal character and virtue, which includes
- Examining one's core beliefs and values and comparing them to those of others
 - Understanding Catholic traditions of morality and virtue and reflecting upon one's own moral and ethical convictions
 - Reflecting on the relationship between one's spiritual growth and personal integrity
 - Constructing a meaningful and coherent philosophy of life and value system reinforced by critical examination

29.3 THE ST. NORBERT COLLEGE CORE CURRICULUM

Foundations

- To be Taken During a Student's First Year:
First-Year Common Experience

Theological Foundations
Philosophical Foundations

- Required By End of Second Year:
Quantitative Reasoning
Writing Intensive Course

Note: Writing Intensive courses may be drawn from any of the Foundations courses (above) or from any of the General Core Requirements courses at the 100- or 200-level (see below).

- Required by End of Third Year:
Language Competency

General Core Requirements

- Can be Taken Any Time:
Beyond Borders
Catholic Imagination
Difference and Diversity
Expression and Interpretation
Western Tradition
Individual and Society
Physical and Natural World

Advanced Requirements

- To be Taken During a Student’s Junior or Senior Year
Three Courses: Any General Core Requirement courses at the 300- or 400-level

Note: After attaining junior standing, students are required to take at least three General Core Requirements courses designated at the 300- or 400- level.

Total: Eleven courses including FYCE, plus language competency. Courses that satisfy major requirements may also be used to satisfy any core curriculum requirement.

30 HONORS PROGRAM

30.1 OBJECTIVES

In order to respond to the needs of gifted students, to provide a more attractive academic program to prospective students, and to enhance the intellectual climate of the College, St. Norbert College offers an Honors Program that provides creative, highly motivated, and intellectually curious students with a college experience that challenges them academically, engages them in a diverse and dynamic intellectual community, and inspires them to embrace the Catholic, Norbertine model of service.⁸⁹

30.2 PROGRAM REQUIREMENTS

Program requirements can be found in the current College Catalog.⁹⁰

30.3 REQUIREMENTS FOR ADMISSION TO AND CONTINUATION IN THE PROGRAM.

⁸⁹ Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

⁹⁰ Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

Requirements for admission to and continuation in the Program can be found in the current College Catalog.⁹¹

30.4 PROGRAM ADMINISTRATION

- 30.4.1 The Dean of the College, in consultation with the Core Curriculum Committee, shall appoint a Director of the Honors Program, who shall be given appropriate re-assigned time from teaching duties. The term of appointment is ordinarily five years. The Director shall also be compensated for work which must be done in the summer. The Director reports to the Academic Dean.⁹² The duties of the Director are the following:
- 30.4.1.1 To serve as liaison to the Dean of Admission in promoting the Honors Program.
 - 30.4.1.2 To evaluate applications and admit students to the Honors Program.
 - 30.4.1.3 In cooperation with the Honors Program Committee, to make judgments about admissions in borderline cases, to grant exceptions to requirements in individual cases, and to decide to drop or retain in the Program students who do not meet the requirements of the Program.
 - 30.4.1.4 To coordinate and plan the Honors course offerings in consultation with the Honors Program Committee and the Divisional Associate Deans, including the selection of faculty to teach in the Program.⁹³
 - 30.4.1.5 To organize a representative committee of Honors students each year to advise the Director on issues related to the Program.
 - 30.4.1.6 To assist the Honors Program instructors and the committee of Honors students in the design of Honors courses.⁹⁴
 - 30.4.1.7 To monitor the progress and needs of the Program through periodic interaction with Honors students and faculty.
 - 30.4.1.8 To serve ex officio on the Core Curriculum Committee and on the Admissions Committee.
 - 30.4.1.9 To monitor the advisement and registration of incoming Honors students.
 - 30.4.1.10 To oversee the arrangement of special, individualized Honors courses, as necessary.
 - 30.4.1.11 To oversee the completion of Honors foreign study projects.
 - 30.4.1.12 To coordinate and incorporate the assessment of the Honors Program within the assessment program for the Core Curriculum.
 - 30.4.1.13 To submit an annual report to the Curriculum and Educational Policy Committee and to the Core Curriculum Committee on the status of the Program.
- 30.4.2 Honors Program Committee.
See below [Section IV: Article 39.1.10] under “Curriculum and General Academic Based Committees.”

30.5 HONORS DESIGNATION

Students successfully completing all requirements for the Honors Program and graduating in the top 20% of the College class (or with a cumulative GPA of 3.50 or better) shall be designated “Graduate of the Honors Program.” This citation shall be noted on diplomas and transcripts and in the Commencement program.

⁹¹ Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

⁹² Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

⁹³ Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

⁹⁴ Approved by the Faculty on October 27, 2009, and the Board of Trustees on February 11, 2010.

31 WRITING ACROSS THE CURRICULUM PROGRAM ⁹⁵

31.1 GENERAL WRITING POLICY

Writing is integral to the liberal arts curriculum at St. Norbert College. To write is to think, to learn, to discover, to create, to express. To write is to participate in the world--locally and globally.

St. Norbert College's writing-across-the-curriculum program is grounded in the following beliefs:

- Writing facilitates effective learning.
- Writing is a complex process involving creating, shaping, drafting, revising, and editing.
- Writing encompasses a variety of written forms and an awareness of diverse audiences.
- Writing is most effectively taught in content-specific courses.

Since writing is essential to learning in the classroom and to communicating in the world at large, students need to master their writing skills and take responsibility for their written work. Students have an obligation to their academic community to perform their best on all written assignments. Consequently, every written assignment a student submits to an instructor must be guided by the following principles:

Respect for the subject

Students should engage the course material on an intellectual level, demonstrating a respect for the integrity of subject material. Thus written work must reflect that respect for the subject by displaying that the writer has honestly and sensitively explored the subject and presented it in an intelligent and well-organized form. Such respect also means that students will be careful not to plagiarize.

Respect for the reader

Students should demonstrate that they respect the values and concerns of their readers. Thus written work should address the needs of its audience, which include an intelligent, coherent, and grammatically correct presentation of information; a use of unbiased language to avoid sexist or other pejorative rhetoric; and an awareness and tolerance of alternative viewpoints.

Respect for language

Students should join the discourse community of the course and present written work that reflects an understanding of and respect for the conventions of that community. Thus written work should use the proper language (or terminology) of the course, the proper format, and the proper documentation style.

Respect for other students

Students should respect other students as writers. Thus students have an obligation to turn in their assignments on time (since instructors often respond to essays only after all are submitted), to keep library sources available to classmates, to respond constructively to fellow students' written drafts when working collaboratively, and to turn in only original written work.

Respect for self

Students should take pride in and ownership of their writing. They will assume personal responsibility for all elements of their written work.

In order to address the above concerns, it becomes imperative that students devote energy to all stages of the writing process--planning, shaping, writing, revising, editing, and proofreading. The final written product is the natural reflection of the writing process and must follow standard writing conventions:

⁹⁵ Approved by the Faculty on November 29, 1994.

Higher order concerns: logical organization which reflects a clear focus and solid content as defined by the assignment; coherent, unified, and detailed paragraphs which support overall focus; appeal to specific audience;

Lower order concerns: grammar, mechanics, punctuation, and usage; varied sentence structure; deliberate diction; graceful and effective transitions; other elements of style.

Students who need further help refining their writing have an obligation to see their instructor for help, use the college writing guide--currently *The Wadsworth Handbook* (latest edition)--and use the various support services at St. Norbert, especially *The Writing Center*, a free tutoring service available to all St. Norbert students.

Instructors have the right and the obligation not to accept written work that fails to meet adequately the above college writing conventions. Note: The above writing conventions apply to formal, revised writing, not necessarily to informal, writing-to-learn exercises (including journal writing).

Note on Plagiarism: All students must abide by the Academic Honor Code, which defines the obligations students and instructors have toward the academic community. Students are also responsible for understanding the parameters of the writing criteria defined by each course and instructor.

31.2 LOWER BIENNIUM CORE CURRICULUM COURSES

31.2.1 Writing-to-Learn Exercises

Courses should promote the concept of writing-to-learn and focus on the writing process as a means to understanding course content. Possible writing-to-learn exercises include:

- Note taking and reflection
- Journal writing
- Directed writing in class or outside of class
- Mini- or micro-themes
- Informal writing to begin class; as transitions in class; to end class; as outside class activity
- Written quizzes

31.2.2 Essay Exams

Every exam should have at least one essay question that requires students to write a paragraph or more explaining concepts, making connections, synthesizing material, arguing a thesis, etc. Though instructors are urged to incorporate an essay component on every exam, they may modify this component to meet particular exam needs.

31.2.3 Formal Out-of-Class Writing Assignment

Every course should require students to write a minimum of two typed pages of formal writing that demonstrates their general writing ability: thesis development, organization, paragraphing, grammar, mechanics, etc. Instructors should guide students through the writing process, providing feedback as students work toward the finished product. Possible activities include collecting thesis statements, requiring formal or informal outlines, using peer review, requiring students to work with tutors in the Writing Center, using Writing Assistants in the classroom, providing feedback on drafts, conducting peer review workshops in class, conferencing with students about their writing, implementing a revision policy for essays.

Possible writing assignments include:

- Response essays
- Book reviews
- Evaluations

- Summaries
- Case studies
- Lab reports

Students will be expected to use the college writing guide--currently The Wadsworth Handbook (latest edition)--as the writing guide for lower biennium courses.

Note: In order to accomplish these writing objectives, maximum enrollment in these classes will be 35 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section.

31.2.4 Writing Intensive (WI) Courses

All lower biennium WI courses will require students to compose a minimum of 3000 words of polished writing for the semester. Instructors will provide systematic attention to the writing process by guiding students through the various stages of the process. Suggestions for integrating the writing process into courses include: requiring students to submit thesis statements, outlines, and other planning documents for review; providing written feedback on student drafts; conducting peer review in the classroom; using Writing Assistants in the classroom.

In addition, students should be guided in their writing by the following:

- 31.2.4.1 Students should be asked to write at least four out-of-class essays (totaling 3000 words for the semester); one essay should be a documented research essay. Instructors should provide students with detailed written assignments defining due dates, audience for essay, format of essay, evaluation criteria, and other concerns.
- 31.2.4.2 Assignments should be sequenced so students move from basic to more complex writing situations, which demand increasingly complex rhetorical skills. Recommendation: sequence assignments to move from the personal (expressive writing close to the self), to the informational (writing concentrating on the subject or message), to the persuasive (writing emphasizing audience).
- 31.2.4.3 Students should be given a general introduction to academic library research and writing and be required to incorporate secondary sources from the library (which may include journal and magazine articles, newspaper articles, book chapters, and government documents) in a documented essay using the appropriate documentation style for the course (as determined by the instructor). Instructors should address the purposes of academic research and the legitimate ways to use research materials.
- 31.2.4.4 Instructors should concentrate in class on the higher order concerns about writing--content, organization, audience, research, etc.--and address lower order concerns--grammar and mechanics, for example--individually with students as these problems pertain to specific writing assignments. Instructors should refer students with basic writing problems to The Writing Center.
- 31.2.4.5 Students should be allowed to revise at least one essay for a better grade at the discretion of the instructor. Recommendation: to insure that students put effort in all stages of the draft, instructors should hold students accountable for the initial draft by requiring peer review, Writing Center review, use of Writing Assistant draft response, or by incorporating the performance of the first draft into final grade for the assignment. Only those students who have a quality draft should be allowed to revise. Students will be expected to use the college writing guide--currently The Wadsworth Handbook (latest edition)--as the writing guide for the college, and they will be urged to use The Writing center tutoring services and the Writing Assistants (if part of the class).

Note: In order to accomplish these writing objectives, classes will have a maximum enrollment of 25 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section. If any faculty member teaches more than one lower biennium WI class, then maximum enrollment ordinarily will be 20 students per class.

31.3 UPPER BIENNIUM CORE CURRICULUM COURSES

All upper biennium general education courses will require students to compose a minimum of 2000 words of polished writing for the semester. These requirements must be described in the course syllabus. Instructors will provide guidance throughout the course by following these guidelines:

- 31.3.1 Assignments should be sequenced and require students to advance to more complex thinking and writing skills as the semester progresses.
- 31.3.2 If instructors require students to do primary and secondary research, then they should require students to use the methods and documentation style appropriate to the nature of the course.
- 31.3.3 If instructors assign one research or term paper at the end of the semester, the following procedure should be followed: for longer projects, instructors should sequence shorter writing assignments that build up to the final research project, thus insuring that students receive substantive feedback on their writing.
Students will be expected to use the college writing guide--currently The Wadsworth Handbook (latest edition)--as the writing guide for upper biennium courses, particularly the sections "Writing with Sources" and "Writing in the Disciplines."

Note: In order to accomplish these writing objectives, classes will have a maximum enrollment of 35 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section. If a faculty member teaches more than one upper biennium general education course, then maximum combined enrollment in these sections will be 60 students.

31.4 MAJOR COURSES

Though the Core Curriculum is designed to guide students through the writing process, each major and interdisciplinary major should address writing in that particular field of study, thus reinforcing the writing instruction given in Core Curriculum courses, and tailoring the writing instruction to majors.

Since writing is an essential skill in every academic field, and since each field has its own specific writing and researching conventions, it is vital that students be taught discipline-specific writing by experts in the field. Such a writing emphasis may be accomplished by a specific course or by a series of courses addressing writing within the major. Such a course (or courses) should do the following:

- 31.4.1 Teach students the discourse in the community by requiring them to write the kind of documents that professionals actually write for that discipline (whether academic writing, practical writing, or some combination). While the final written product is important, instructors should guide students through the writing process.
- 31.4.2 Require students to become familiar with the materials professionals use in their field of study. Instructors should provide an overview of the specialized research methods, bibliographical research sources and materials, documentation style, and document formats appropriate to the major and field of study. Such materials include primary and secondary sources: students should be required to read primary works beyond textbook presentations; students should be required to work with secondary research sources appropriate to the field of study.

- 31.4.3 Encourage students to work collaboratively whenever appropriate. Recommendations: students can work in peer review groups and/or research and write collaborative research reports.

The discipline should meet as a group and determine the criteria for courses that address the writing needs of discipline majors. Disciplines are encouraged to consult the Writing Program Director as they design their writing-emphasis course(s).

Note: If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section.

31.5 WRITING SUPPORT SERVICES

St. Norbert College offers writing support services for students and instructors.

31.5.1 The Writing Center

The Writing Center, located in the Mulva Library, is a tutorial writing center available to all St. Norbert College students at no charge. Student peer tutors, trained in the techniques of one-to-one tutoring of the writing process, can help students at every level of the writing process: finding ideas, developing ideas and thesis statements, organizing, revising, and editing. Tutors can also work with students systematically on personal writing needs: paragraphing, sentence structure, style, grammar, mechanics, and usage.

31.5.2 Writing Assistant Program

Writing Assistants are trained tutors in the Writing Center who work closely with WI instructors in the classroom as writing consultants. Writing Assistants are available to conduct peer review and other workshops in the classroom, respond to student drafts, meet with writing groups to discuss writing concerns, and work one-to-one with students in the Writing Center.

31.5.3 Writing Workshops

The Writing Program Director will conduct workshops each semester concerning writing across the curriculum. These workshops will be designed for lower and upper biennium courses and for discipline-specific courses that focus on writing.

32 CERTIFICATE PROGRAMS

32.1 LATIN⁹⁶

32.1.1 Objective

The objective of the Certificate program in the Latin Language is to formally recognize a student's competence in Latin as a result of taking the four courses taught at St. Norbert College (SNC). The study of classical languages supports the College's liberal arts mission as well as its Catholic heritage and history. Moreover, studying classical languages enhances a student's English skills and provides him or her with a tool for mining the treasures of ancient thinkers whose wisdom applies to modern dilemmas.

32.1.2 Requirements

The Certificate recognizes "intermediate level proficiency" in Latin, a competency equivalent to the successful completion of the 101-204 sequence with an overall grade point average of 3.0 (B) in the language courses counting toward the certificate. The course that demonstrates

⁹⁶ Approved by the Faculty on February 16, 2016 and by the Board of Trustees on May 13, 2016.

successful completion of the certificate must be taken at SNC through the Classical Studies Program curriculum, and the student must earn a 3.0 (B) or higher in this course. A student who places beyond the 204 level (e.g. 304 or 305) still must complete one class on campus and receive a grade of 3.0 (B) or higher in that class.

32.1.3 Program Administration

The Director of the Classical Studies Program will administer the Latin certificate program. Students seeking a certificate must proactively complete and submit a Certificate Petition and documentation to the Office of the Registrar. Classical Studies faculty and the Program Director will maintain a supply of petition forms and will aid both students and their advisors in applying for the certificate.

32.2 MODERN LANGUAGES AND LITERATURES⁹⁷

32.2.1 Objective

The objective of the Certificate program in MFL is to recognize a student’s competence in the target language, as well as to encourage the study of a foreign language. The study of another language prepares students to effectively communicate with people of other cultures, and also fosters respect for their traditions and values. Furthermore, the study of another language and culture allows us a vital perspective from which to view and critique our own culture.

32.2.2 Requirements

The Program is open to all St. Norbert students. The Certificate recognizes “intermediate level proficiency” in a particular language, a competency equivalent to the successful completion of the 101-204 sequence with an overall grade point average of 3.0 (B) in the language courses counting toward the certificate. The course that demonstrates successful completion of the certificate must be taken at St. Norbert through the Modern Foreign Languages curriculum and the student must earn a 3.0 (B) or higher in this course. A student who places beyond the 204 level (e.g. 304 or 305) still must complete one class on campus and receive a grade of 3.0 (B) or higher in that class.

If a student decides to continue his or her language study beyond the certificate, the achievement of a minor would preclude the presence of the certificate on the student transcript, as a major precludes a minor.

32.3 PRE-LAW⁹⁸

32.3.1 Objectives

The central objective of the Pre-Law Certificate program is to help prepare students for law school and legal careers through a focused liberal arts curriculum. St. Norbert College does not offer a free-standing pre-law major or minor, nor does it offer a concentration through any discipline. Law schools do not require or even suggest the pursuit of a narrow or specialized degree in the law to gain admission. Instead, law schools seek students who have mastered particular skills related to the practice of law, including the ability to read critically, think logically, and write clearly and persuasively. This program provides students the opportunity to hone these particular skills in a manner necessary for admission to, and success in, law school while earning recognition for the effort on their academic transcript.

32.3.2 Requirements

⁹⁷ Approved by the Faculty in Spring 2006.

⁹⁸ Approved by the Faculty on September 21, 2010.

The program requires students to complete 6 courses divided among three areas. The first begins to provide a foundation in the law and legal interpretation. The second helps to establish critical skills particularly applicable to the practice of the law. The last provides students the opportunity to explore the many faceted field of law and skills related to legal practice. The intention is to encourage students from a variety of majors to think seriously about their interest in the practice of law and to guide them in selecting particularly applicable electives over and above their major.

The Law (2 courses)⁹⁹

Business Law (BUAD 390)
Media Law and Regulation (COME 364)
Con Law: Institutional Powers (POLI 341)
Con Law: Civil Rights/Liberties (POLI 342)

Foundational Skills for the Legal Profession (2 Courses)

Logic (PHIL 210)
Persuasion (COME324)
Professional Writing (ENGL 306)
Business and Professional Speaking (COME 322)
Mock Trial (POLI 289)

Electives in Law Related Skills (2 Courses)

Abnormal Psychology (PSYC 212)
Criminology (SOCL 122)
Statistics for Business and Economics (BUAD 284)
 or Basic Statistics (SSCI 224)
Judicial Process and Behavior (POLI 337)
Principles of Interpersonal Communication (COME 122)
Microeconomics (ECON 102)
Introduction to Peace and Justice (PEAC 200)
Ethics (PHIL 315)
Classical and Medieval Political Thought (PHIL 314) **or** Modern Political Thought (PHIL 316)
Basic Acting (THEA 202)

Students must complete the requirements with a grade point average of 3.25 or higher in the courses selected for the pre-law program.

32.4 THEOLOGICAL COMPETENCY (MASTER OF THEOLOGICAL STUDIES PROGRAM)¹⁰⁰

32.4.1 Requirements

The requirements for the Certificate Program are completion of the core theological courses (THEO 501-506) with a minimum GPA of 3.00

⁹⁹ The total number of courses necessary to complete the program requirements may be higher as a result of the need to complete prerequisites prior to enrolling in the law-related courses.

¹⁰⁰ Approved by the Faculty on November 25, 2008

32.5 CERTIFICATE PROGRAM ADMINISTRATION

Students must proactively complete and submit a Certificate Petition and documentation to the Office of the Registrar. MLL Faculty and the MFL Discipline Coordinator will have petition forms and will aid both students and their advisors in accomplishing this task.

33 IBLAS PROGRAM ADMINISTRATION

The IBLAS major program at St. Norbert College shall be administered as follows:

33.1 THE DIRECTOR

- 33.1.1 The Director, who shall be responsible for the overall administration of the program, shall have the following functions:
 - 33.1.1.1 To promote interaction between faculty and students involved in the program.
 - 33.1.1.2 To act on the recommendations of the IBLAS Advisory Board. (see below)
 - 33.1.1.3 To coordinate the advisement of IBLAS majors with the Director of Advisement.
 - 33.1.1.4 To work with the Associate Dean for International Education in placing students in appropriate overseas learning environments.
 - 33.1.1.5 To serve as a resource person to the Dean of Admissions.
 - 33.1.1.6 To serve as a liaison to the Office of Career Planning and Placement.
 - 33.1.1.7 To assume overall responsibility for the administration of Discoveries International, Inc.
 - 33.1.1.8 To submit an annual budget and control the expenditures of such budget.
- 33.1.2 The Director is responsible to the Associate Dean for International Education.
- 33.1.3 The Director must be a full-time, tenured faculty member who has an interest in the success of IBLAS, although teaching a particular course or sequence within the program is not required.
- 33.1.4 The Director shall be appointed by the Dean of the College and Academic Vice President, in consultation with the Associate Dean for International Education.

33.2 BOARD OF ADVISORS

- 33.2.1 Membership
 - The Board of Advisors shall consist of: four faculty members (one from Business Administration, one from Modern Languages and Literatures, one from the Division of Humanities and Fine Arts, and one from the Division of Social Sciences; the Associate Academic Dean for Global Affairs (ex officio); the College Controller or Director of Business Operations (ex officio); the Director of Study Abroad.
 - The four faculty representatives shall be appointed by the Dean of the College in consultation with the Associate Deans of the Division of Humanities and Fine Arts, and the Division of Social Sciences, and the Associate Academic Dean.
 - The term of appointment to the Board of Advisors is three years and is renewable.
- 33.2.2 Functions
 - The IBLAS Board of Advisors shall have the following functions:
 - 33.2.2.1 To recommend to the Director any changes in policy, procedure, administration, curriculum, requirements, or staffing of the program. (The Director will forward such recommendations, and his or her own, to the appropriate source, e.g., the Curriculum and Educational Policy Committee for changes in curriculum or requirements, the Associate Deans for changes in staffing.)
 - 33.2.2.2 To help sustain and enhance the academic quality of the program.

- 33.2.2.3 To help integrate the various components of the program.
- 33.2.2.4 To help promote the cultural growth and interaction of the IBLAS students.
- 33.2.2.5 To serve as advocates for the program within the College community and beyond.

34 DEVELOPING NEW COURSES AND ACADEMIC PROGRAMS

34.1 NEW COURSES

Proposals for new courses must be approved by the discipline, disciplines, or interdisciplinary committee(s) directly concerned, the appropriate Associate Dean and by the Dean of the College before being listed in the Schedule of Course and the Academic Catalogue.

34.2 OTHER ACADEMIC PROGRAMS

New academic majors or minors, as well as any transcriptable curriculum (e.g., concentration, certificate program, etc.), must be approved by the appropriate Associate Dean(s) in consultation with the discipline(s) or interdisciplinary committee responsible – as well as the Curriculum and Educational Policy Committee, the Dean of the College and Associate Academic Vice President, and the assembled Faculty – before being submitted to the Board of Trustees for final approval.

34.3 MODEL FOR DEVELOPING ACADEMIC PROGRAMS ¹⁰¹

- 34.3.1 Preliminary Proposal to the Dean of the College and Academic Vice President. (Note: Acceptance of the Concept Paper by the college administration indicates potential merit and possible feasibility, but should not be viewed as endorsement of a program) Interested faculty develop a two- to three-page concept paper in which they address key issues and questions pursuant to preparation of a detailed proposal:
 - 34.3.1.1 Description of program (objectives and curriculum in brief)
 - 34.3.1.2 Rationale (relation to College's mission; need)
 - 34.3.1.3 Resources (existing support; additional support required)
- 34.3.2 Given acceptance of the concept, the faculty member prepares a detailed proposal for the program. The proposal shall include, but not necessarily be limited to the following:
 - 34.3.2.1 Description of the program
 - 34.3.2.1.1 Objectives
 - 34.3.2.1.2 Relation to the College's mission and goals
 - 34.3.2.1.3 Program level (undergraduate, graduate, or certificate) and/or sublevel (major, minor, or concentration)
 - 34.3.2.1.4 Curriculum; sequence of study
 - 34.3.2.1.5 Evaluation
 - 34.3.2.2 Requirements for admission and graduation
 - 34.3.2.3 Faculty
 - 34.3.2.3.1 Qualified faculty available (full-time/part-time)
 - 34.3.2.3.2 Effects on undergraduate teaching load(s)
 - 34.3.2.3.3 Implications for Faculty development
 - 34.3.2.4 Program administration
 - 34.3.2.5 Budget
 - 34.3.2.5.1 Personnel (including Director, faculty, clerical)
 - 34.3.2.5.2 Library

¹⁰¹ Amended by the Faculty on April 19, 2005, and the Board of Trustees on May 16, 2005.

- 34.3.2.5.3 Computer Center
- 34.3.2.5.4 Media services
- 34.3.2.5.5 Space (administrative, instructional, housing, etc.)
- 34.3.2.6 Relationship to existing programs
- 34.3.2.7 Rationale
 - 34.3.2.7.1 Study of need for the program
 - 34.3.2.7.1.1 Who will be served by the program?
 - 34.3.2.7.1.2 Will the need be short- or long-term?
 - 34.3.2.7.1.3 What evidence is available to document the need?
 - 34.3.2.7.2 Commitment to the program
- 34.3.3 The approval process for the proposal is followed.

It is anticipated that the process of designing and obtaining approval for a graduate degree program at SNC would normally take two to three years.

 - 34.3.3.1 The proposal is endorsed by the discipline(s) and associate dean(s).
 - 34.3.3.2 The proposal is brought to the Curriculum and Educational Policy Committee.
 - 34.3.3.3 Upon approval of the Curriculum Committee, the program proposal is brought to the Faculty for deliberation and a vote.
 - 34.3.3.4 Upon approval of the Faculty, the Academic Dean brings the program proposal to the Academic Committee of the Board of Trustees for its review and recommendation to the Board of Trustees.
 - 34.3.3.5 The Board of Trustees takes action on the program proposal.
 - 34.3.3.6 For new graduate degrees, upon approval by the Board of Trustees, the program proposal is submitted by the Dean of the College and Academic Vice President to the Higher Learning Commission for accreditation as a graduate degree offering by SNC.
 - 34.3.3.7 The program is implemented.
- 34.3.4 Other recommendations regarding graduate programs at SNC.

A uniform numbering system should be followed.

 - 34.3.4.1 Numbers from 001-499 shall be used for undergraduate programs.
 - 34.3.4.2 Numbers from 500-599 shall be reserved for graduate programs at the master's level.
 - (501-510) Foundation courses
 - (511-515) Research methods
 - (520-539) Theory courses
 - (540-579) Concentrations/Specializations
 - (590) Independent study
 - (594) Internship/Practicum
 - (599) Thesis
 - (600) Continuing thesis
- 34.3.5 Definition of programs
 - 34.3.5.1 Major: A major is a structure program of 8 to 15 courses that is recognized as a student's primary area of expertise.
 - 34.3.5.2 Minor: A minor is a structured program of courses recognized by the College as a secondary area of expertise and available as an option for all students. It will consist of a minimum of six courses.
 - 34.3.5.3 Concentration: An academic concentration is a subset of four or more courses which gives the major a particular focus. Since concentrations do not stand alone, students may fulfill only one concentration within a major program. Concentrations will be transcribed as part of the major.

- 34.3.5.4 Certificate: A Certificate Program constitutes a focused collection of typically four to six courses that lead to the acquisition of specific skills or expertise. Awarding of a certificate attests to a student's level of competence or skill in the program area. Certificate programs are transcribed and can be classified as pre- or post- baccalaureate, or post-masters.
- 34.3.5.5 Emphasis, Block, Tract, and Group are terms used informally and are not programs formally recognized or transcribed by the College.

35 MASTER OF SCIENCE IN EDUCATION

The program is administered by a Director and an Advisory Committee responsible to the Director and Faculty of Teacher Education and the Dean of the College and Academic Vice President.

35.1 THE DIRECTOR

The Director is nominated by the Director of Teacher Education with the advice and consent of the Faculty of Education, and appointed by the Dean and Academic Vice President of the College. The term of office is to be specified. The Director will normally be a full-time faculty-administrator or a full-time faculty member.

This position will carry appropriate released time and a summer stipend. The Director will:

- 35.1.1 Administer the Program, e.g., oversee the admission of students, recommend faculty, prepare and administer the budget, schedule courses, and advise students.
- 35.1.2 Serve as a spokesperson for the Program to the Dean and Academic Vice President of the College and other college and educational agency constituencies.
- 35.1.3 Serve as ex officio chair (non-voting) of the Advisory Committee.

35.2 THE ADVISORY COMMITTEE

35.2.1 Membership

The ten members of the committee and their terms of service to the committee are as follows:

- 35.2.1.1 Educator (member-at-large) – 3 years
- 35.2.1.2 Middle school teacher representative – 2 years
- 35.2.1.3 SNC representative – 2 years
- 35.2.1.4 Principal representative – 2 years
- 35.2.1.5 High school teacher representative – 3 years
- 35.2.1.6 Elementary school teacher representative – 3 years
- 35.2.1.7 Catholic schools representative – 2 years
- 35.2.1.8 Staff/Teacher support representative – 3 years
- 35.2.1.9 Distance learning representative – 3 years
- 35.2.1.10 Director of Master of Science in Education – term of appointment

The SNC representative is chosen by the Teacher Education Faculty. The rest are invited to serve based upon the recommendations of other committee members.

35.2.2 The function of the Committee is to advise on policy for the Program. Its duties are:

- 35.2.2.1 To recommend to Teacher Education any changes in admission standards, graduation requirements, curriculum or other Program policies.
- 35.2.2.2 To recommend marketing and recruiting procedures to the Director
- 35.2.2.3 To advise the Director on other administrative matters.

36 MASTER OF THEOLOGICAL STUDIES

The program is administered by a Director and a Policy Committee, responsible to the Dean of the College and Academic Vice President.

36.1 THE DIRECTOR

The Director is appointed by the Dean and Academic Vice President of the College. The term of office is four years. The Director is a tenured member of the Religious Studies Faculty. This position will carry appropriate released time and a summer stipend. The duties of the Director are:

- 36.1.1 To administer the Program, e.g., admission of students, recommending of faculty, preparing and administering the budget, scheduling of courses, arranging comprehensive exams and assigning advisees.
- 36.1.2 To serve as spokesperson for the Program in its relationship to the Dean and Academic Vice President of the College and other College and Diocesan constituencies.
- 36.1.3 To serve as ex officio chair (non- voting) of the Policy Committee.

36.2 THE POLICY COMMITTEE

36.2.1 Membership

The Policy Committee is composed of five members: the Director of the Program, the Director of the Office of Education and Spiritual Development in the Green Bay Diocese (non-voting), the Associate Dean of the Division of Humanities and Fine Arts, and two members of the Religious Studies Faculty. The members from Religious Studies are chosen by the Religious Studies Faculty. The term of office for the committee members who are not ex officio is three years.

36.2.2 The function of the committee is to make policy for the Program. Its duties are:

- 36.2.2.1 To recommend to the Dean and Academic Vice President of the College any changes in admission standards, graduation requirements, curriculum or other Program policies.
- 36.2.2.2 To approve faculty for the Program upon the recommendation of the Director.
- 36.2.2.3 To approve students for admission to the Program upon the recommendation of the Director.
- 36.2.2.4 To review the annual budget request prepared by the Director and recommend any changes.
- 36.2.2.5 To advise the Director on other administrative matters.

37 MASTER OF LIBERAL STUDIES ¹⁰²

The Master of Arts in Liberal Studies (MALS) offers a broad range of courses across divisional lines, actively involving all the various disciplines represented distinguishes a St. Norbert College education and aims, specifically, at engaging students in a dialogue about critical issues of our times, including issues of diversity, as well as providing them with the analytical and communications skills necessary to better understand and interact with our ever-changing world. In addition, participants in the Program will gain an appreciation of the processes that go into academic research.

¹⁰² Approved by the Faculty on March 27, 2007, and the Board of Trustees on May 14, 2007.

38 THE ABBOT SYLVESTER M. KILLEEN CHAIR OF THEOLOGY AND PHILOSOPHY

The Killeen Chair of Theology and Philosophy was established in 1984 to enable St. Norbert College to bring to campus each year for short periods of time nationally and internationally known figures in the fields of theology and philosophy. Through their public lectures, symposia, classroom presentations, and informal conversation, Killeen Chair speakers keep the St. Norbert Community abreast of current scholarship on the theological and philosophical issues vital to our time. Recognizing the importance of the research and perspectives of other disciplines for a fuller understanding of theological and philosophical issues, the Killeen Chair also sponsors visits by scholars in fields such as biology, psychology, economics, and political science. The Killeen Chair is a resource that underscores the importance of theology and philosophy in a Catholic liberal arts education and highlights the commitment.

39 COMMITTEES

The Faculty shall receive a brief written report at the end of the academic year from each standing committee on which faculty serve. The report shall be submitted to the Faculty Chair in time for inclusion in the agenda for the final regularly scheduled Faculty meeting of the spring semester. The report shall state the number of times the committee met during the year and briefly summarize (typically in one paragraph) the activities of the committee during the academic year. If the committee did not meet, the report shall so state. If a faculty member is chair of the committee, he or she shall submit the report. If a non-faculty member is chair, the faculty member who has served longest on the committee will submit the report; if two or more members have served equally long, they shall determine who shall submit the report.¹⁰³

39.1 CURRICULUM & GENERAL ACADEMIC-BASED COMMITTEES

39.1.1 Academic Accommodations Review Panel

39.1.1.1 Functions

The student or faculty member who believes he or she has a valid basis for complaint regarding a requested academic accommodation shall first attempt to resolve the issue through standard procedures. If unsuccessful, a written appeal shall be directed to the Dean who forwards it to the Academic Accommodations Review Panel. The Review Panel will render a decision regarding the complaint within ten working days of receipt of the complaint.

39.1.1.2 Membership

The Academic Accommodations Review Panel is comprised of three faculty members, elected for a term of 3 years, representing each of the academic divisions: (a) a person knowledgeable about disabilities, (b) a member of the Core Curriculum and Honors Committee; and (c) a faculty member at large.

39.1.2 Academic Honor Board

39.1.2.1 Functions

The Academic court shall receive testimony and evidence regarding cases of academic dishonesty and if the accused is found guilty, determine the penalty for the violation.

39.1.2.2 Membership

¹⁰³ Approved by the Faculty on March 9, 2004.

The Academic Honor Board will be drawn from a trained pool of nine student members (three sophomore, three juniors, and three seniors), and four faculty members. The Honor Code Facilitator will serve ex officio. The Academic Honor Board will be under the jurisdiction of the Associate Academic Dean. The Student Government Association Executive Board will determine the procedures for the selection or election of the nine student members each spring. Faculty members will be elected for two-year terms. These student and faculty members will serve for the entire academic year as a pool for the Academic Honor Board.

39.1.3 Academic Service-Learning Committee¹⁰⁴

39.1.3.1 Functions

The Committee advises the Director of Academic Service-Learning on curricular issues, professional development, promotional activities, College and community service-learning relationships, and fiscal matters.

39.1.3.2 Membership

Three faculty members elected for staggered three-year terms; three faculty members appointed by the Dean of the College in consultation with the Director of Academic Service-Learning; the Director of Academic Service-Learning ex officio; the Director of the Center for Community Service and Learning.

39.1.4 Admissions Committee

39.1.4.1 Functions

To serve as a liaison between the Admission Office and other College constituencies. Its duties would include recommending policies on admission standards, recruitment procedures and materials, and other appropriate issues.

39.1.4.2 Membership

Four faculty members elected at large, one student, one administrative member from Student Life, ex officio; the Director of the Honors Program, ex officio; the Dean of Admission and New Student Assistance, ex officio; and the Dean of Admissions serves as Chair.

39.1.5 American Studies Committee

39.1.5.1 Functions

The Committee serves 1) to teach American Studies classes within the program and to serve as individual resource persons for AS minors; 2) to keep AS students apprised of publications, materials, and other intellectual developments in American Studies at local, regional, and national levels; 3) to assist and counsel students who choose to pursue an advanced degree in American Studies at the M.A. or Ph.D. levels; 4) to explore ways and means to enhance American Studies at St. Norbert: speakers, lectures, symposia, special events on American Studies topics; 5) to strengthen the American Studies curriculum, modifying, reshaping, adding, or deleting courses as it feels appropriate.

39.1.5.2 Membership

Six faculty members, one appointed by each of the contributing disciplines: History, Political Science, Sociology, Religious Studies, Philosophy, and English. The Committee will select a Chair from among its membership who will serve as the Coordinator of the program.

¹⁰⁴ Approved by the Faculty on April 24, 2012.

39.1.6 Athletic Committee ¹⁰⁵**39.1.6.1 Functions**

All intercollegiate athletic activity will be governed by the Faculty through the Athletic Committee in accordance with the intent and constitutions of the Midwest Conference (MWC) and Northern Collegiate Hockey Association (NCHA). The Committee therefore will be responsible for recruitment policies, maintaining standards of eligibility, setting the standards for approval of schedules for varsity and other intercollegiate teams or individual athletes, and presenting conference legislation on athletic affairs to the Faculty. The Committee serves a number of internal functions including evaluation of applications for club or varsity status in order to make recommendations to the President's Cabinet, and acting as a liaison between the Faculty and the Athletic Director. The Committee will report to the Faculty regularly, and to the President's Cabinet at least once a year in writing.

39.1.6.2 Membership¹⁰⁶

The voting members of the Committee will be: the Midwest Conference (MWC) and Northern Collegiate Hockey Association (NCHA) faculty representative, a tenured faculty member appointed by the President for a five-year, renewable term; two faculty members elected by the Faculty to staggered, two-year terms; the Associate Dean for Student Success and Retention or one of his/her direct reports, appointed by the Dean of the College for a two-year, renewable term; and two students selected by the Student Government Association (SGA) to two-year terms. In the event that students are not available for service on the Committee, the Committee may continue to operate until the SGA appoints representatives. The MWC/NCHA faculty representative will serve as Committee Chair. The Committee will also include two non-voting members, the Athletic Director (*ex officio*) and one coach chosen by the Athletic Department.

39.1.7 Classical Studies Advisory Committee ¹⁰⁷**39.1.7.1 Functions**

The Committee shall recommend to the Associate Dean of Humanities and Fine Arts and to the Dean of the College a faculty member who contributes courses to the Minor Program on a regular rotation as the Director of the Classical Studies Minor Program. The Dean of the College shall appoint the Director based on the Committee's recommendation for a renewable term of five years. The Program Director shall serve as the chair of the Committee and shall have the same general responsibilities and perform the same basic tasks as Discipline Coordinators (see appropriate sections of the Faculty Handbook) in consultation and cooperation with the other members of the Committee. The Committee shall meet at least once each semester. The Committee shall make recommendations to the Associate Dean of Humanities and Fine Arts regarding the administration, requirements, curriculum, effectiveness, goals, and enhancement of the Minor Program. The Committee, either collectively or through the Program Director, shall serve both as advocate of the Program and as liaison between the Program and the Administration of the College.

39.1.7.2 Membership

¹⁰⁵ Amended by the Faculty on April 23, 1996, and the Board of Trustees on May 13, 1996.

¹⁰⁶ Amended by the Faculty on March 29, 2016.

¹⁰⁷ Approved by the Faculty on February 13, 2007.

In addition to the Director, the Committee shall consist of at least three faculty members who contribute courses to the Minor Program on a regular rotation. The Director of Classical Studies shall submit to the Associate Dean of Humanities and Fine Arts and to the Dean of the College a list of faculty recommended for membership. The Dean of the College shall appoint members to the Committee from this list for renewable terms of three years. There shall be one additional member of the Committee chosen from and by the discipline of Modern Languages and Literatures to help coordinate common efforts in the foreign language areas of the College.

39.1.8 Collaborative Undergraduate Research Advisory Committee¹⁰⁸

39.1.8.1 Functions

The Committee advises the Director of Undergraduate Research on the undergraduate research program, including current and future programming and budgeting. The Committee oversees the awarding of all collaborative grant applications.

39.1.8.2 Membership

Three faculty members – one from each division – elected on staggered three-year terms; three appointed members selected by the Dean of the College; the Director of Undergraduate Research.

39.1.9 Curriculum and Educational Policy Committee¹⁰⁹

39.1.9.1 Functions

The Committee advises the Dean of the College on the curriculum and educational policies: i.e., advanced standing and placement, curricular matters, program review, library, calendar, etc. In curricular and educational policy matters, the Dean reports directly to the Faculty.

39.1.9.2 Membership

Four faculty members elected for a term of two years; two faculty members appointed by the President; one student elected by the Student Government; and the following ex officio members: Chair of Teacher Education, the Registrar, the Vice President for Mission and Student Affairs, and the Dean of the College who serves as Chair of the Committee. The Registrar and the Vice President for Student Affairs would be non-voting members. Through election and appointment, efforts should be made to provide faculty representation from each of the three major academic divisions: Humanities and Fine Arts, Social Sciences, and Natural Sciences.

39.1.10 Core Curriculum Committee

39.1.10.1 Functions

The Committee advises the Dean of the College on the courses to be included in the Core Curriculum, including designating ‘essential skills’ courses. Appeals may be made to the Curriculum and Educational Policy Committee. It also assesses the effectiveness of the program as a whole and makes recommendations for any modifications of the program to the Faculty.

39.1.10.2 Membership

Three faculty members elected for a term of three years, the three Divisional Associate Deans (ex officio)¹¹⁰, the Chair of Teacher Education (ex officio)¹¹¹, the Director of the

¹⁰⁸ Approved by the Faculty on March 22, 2011, and the Board of Trustees on May 16, 2011.

¹⁰⁹ Revised by the Faculty on November 25, 2008, and the Board of Trustees on February 12, 2009.

Honors Program (ex officio), the Director of the Writing Across the Curriculum Program (ex officio), and the Associate Academic Dean (ex officio) as Chair of the Committee.¹¹²

39.1.11 Honors Program Committee

39.1.11.1 Functions

The Committee will work with the Director in soliciting information from faculty and Honor students about the needs of the Program and in shaping a Program congruent with these needs. The Committee will make recommendations to the Director of Program policy and administration of the budget. It will assist the Director in implementing the Honors Program. Among these duties are: maintaining a website; developing informational brochures; evaluating applications to the Program; making judgments on the retention of marginal Honors students; advisement and registration of Honors students; recruiting faculty for the Program; and helping faculty develop, offer and schedule Honors courses. The Committee will facilitate the spread of information about the Program to faculty, students, and other constituencies, It will help the Director monitor and evaluate the progress of the Program, including assessment activities directly related to the Program; and will help the Director prepare reports to the Dean and the Faculty, including the Program Review to the Curriculum and Educational Policy Committee.

39.1.11.2 Membership

The Honors Program Committee shall consist of five faculty members, three elected by the Faculty, and two appointed by the Associate Academic Dean in consultation with the Director of the Honors Program; one Honors student; and the Director as Chair. Faculty terms on the Committee are for three years and are renewable.

39.1.12 IBLAS Advisory Board

39.1.12.1 Functions

The Committee recommends to the Director any changes in policy, procedure, administration, curriculum, requirements, or staffing of the program. (The Director will forward such recommendations, and his or her own, to the appropriate source, e.g., the Curriculum and Educational Policy Committee for changes in curriculum or requirements, the Associate Deans for changes in staffing.) The Committee helps sustain and enhance the academic quality of the program. It helps integrate the various components of the program. It helps promote the cultural growth and interaction of the IBLAS students. It serves as advocates for the program within the College community and beyond.

39.1.12.2 Membership

Four faculty members: one from Business Administration, one from Modern Foreign Languages, one from the Division of Humanities and Fine Arts, and one from the Division of Social Sciences who are appointed by the Dean of the College in consultation with the Associate Deans of the Division of Humanities and Fine Arts and the Division of Social Sciences, the Associate Dean for International Education , ex officio, the College Controller or Director of Business Operations, ex officio, and the Director of IBLAS, Chair (non-voting), for a renewable term of three years.

¹¹⁰ This notice, that the Associate Divisional Deans are in fact ex officio, amounts to an editorial correction (it changes nothing substantive, but makes consistent the usage in this paragraph).

¹¹¹ This is simply the recognition of a changed position title.

¹¹² Amended by the Faculty on September 18, 2007, and the Board of Trustees on May 12, 2008.

39.1.13 Institutional Animal Care and Use Committee

39.1.13.1 Functions

The Institutional Animal Care Committee (IACUC) reviews research projects involving animals to meet the standards established by the National Institutes of Health, the National Science Foundation, and the United States Department of Agriculture. The Committee will implement policies for and assure institutional adherence to animal care and housing that are within the guidelines established by the Public Health Service of NIH, which require that animal subjects are treated ethically and that all reasonable accommodations have been made to minimize pain and suffering. The Committee will conduct reviews of proposed research protocols submitted by faculty who want to use animals in teaching and/or research. Semi-annually inspect facilities used for animal care, housing and testing. Advise as to the upkeep and maintenance of said facilities and to recommend renovations or upgrades to equipment and ensure adequate training for IACUC members and all individuals who work with laboratory animals.

39.1.13.2 Membership

The IACUC will consist of five members appointed by the President of the College, including a doctor of veterinary medicine certified in laboratory science, at least one practicing scientist (SNC faculty member) with experience in research involving animals, at least one non-scientist (SNC faculty member outside of the Natural Science Division), and at least one member of the general community with interests in the proper care and use of animals. This individual cannot be a laboratory animal user, be affiliated with St. Norbert College, or be a member of the immediate family of someone who is affiliated with the College.

39.1.14 Institutional Review Board

39.1.14.1 Functions

Use of humans for research or instructional purposes is subject to review and approval of the Institutional Review Board (IRB). The IRB subscribes to a set of guidelines that comply with applicable federal statutes, which must be followed whenever research involving human subjects is undertaken. For details on the functions of the IRB, and its procedures, see the full section on the IRB above in this section of the *Faculty Handbook*.

39.1.14.2 Membership

The St. Norbert College Institutional Review Board shall consist of at least seven members with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. As a college-wide committee, the IRB will be appointed by the College President. Five members will be drawn from among active researchers representing all three academic divisions, the student life division, and the Institutional Effectiveness Advisory Committee. At least one of these appointments should include a “scientist” with experience conducting non-exempt research. A member at-large will represent the interests of the campus community not directly engaged in human subjects research. Efforts will be made to ensure that at least one of these six is an ethicist (i.e. someone who is knowledgeable about research method, who has a substantial understanding of the broader implications of human subjects research, and who is predisposed to ask questions related to equity, privacy, confidentiality, and risk to human subjects). A seventh member will be appointed who is not otherwise affiliated with the College. IRB members will serve a three-year term with rotation. IRB membership may, when necessary be supplemented on a temporary basis, by individuals

with specialized expertise. For further details on membership, see the full section on the IRB printed above in this section of the *Faculty Handbook*.

39.1.15 International Education Committee ¹¹³

39.1.15.1 Functions

The International Education Committee will serve as a centralized resource base for international education at the College. Its aim is to improve communication between the Faculty and the Center for International Education (CIE), to advise the Associate Academic Dean in strategic decisions regarding international education, to initiate and review interdisciplinary international programs and curricula, and to facilitate international co-curricular activities at the College.

39.1.15.2 Membership

The Director of International Business and Language Area Studies, the Director of International Studies, one Modern Languages and Literatures faculty member (appointed by discipline), one History faculty member (appointed by discipline), three division faculty representatives – one from each Division (elected), one at-large faculty member (elected), the Director of International Student Services, the Director of Study Abroad, one student member (appointed by SGA), one international student to represent the interests of the international students on campus, and the Associate Dean for International Studies, (ex officio). Terms are two years, including those members of the IEC who are appointed by their disciplines. Students are one-year terms.

39.1.16 International Studies Advisory Board

39.1.16.1 Functions

The Board recommends to the Director any changes in policy, procedure, administration, budget, curriculum, requirements, or staffing of the International Studies program. The Board also acts, with the Director, as an advocacy group for the program, both within the College community and beyond it. It solicits suggestions for, and modification of the International Studies program from the entire College community, and in liaison with other individuals and groups concerned (e.g., the UIE Committee, International Center, IBLAS, IES, MFL) it helps promote the cultural growth and international awareness of the entire College community.

39.1.16.2 Membership

Five faculty members: one from the Division of Social Sciences, one from the Division of Humanities and Fine Arts, one from the Division of Natural Sciences, one from Modern Languages and Literatures, one serving as Director of International Studies Advisory Board (Chair of the Committee), and the Associate Dean for International Education, ex officio.

39.1.17 Killeen Chair Committee

39.1.17.1 Functions

The Killeen Chair Committee is responsible for the budget, planning and implementing of programs and events, and for administering the Chair in ways appropriate to its purpose. The Committee is accountable to the President of the College through the Dean of the College and its activity is reviewed by the combined Philosophy and Religious Studies Faculty annually.

¹¹³ Amended by the Faculty on March 9, 2004, and the Board of Trustees on May 17, 2004.

39.1.17.2 Membership

The Killeen Chair of Theology and Philosophy is administered by the Killeen Chair Committee, composed of eight persons. The Philosophy and Religious Studies Faculties together elect the Chair of the Committee, from either Discipline, for a two-year term. The Philosophy and Religious Studies Faculties separately elect (a) two faculty representatives from their respective disciplines for two-year terms and (b) a student representative from their respective disciplines for a one-year term. The President of the College appoints a representative for a two-year term.

39.1.18 Leadership Studies Advisory Committee

39.1.18.1 Functions

The Committee makes recommendations regarding curriculum, requirements for the Leadership Studies minor, and content changes in the requirements, policy, procedures and administration of the Program. It identifies budget, personnel needs, and library resources to meet the objectives of the program. It periodically evaluates the Program in terms of evolving topics and concepts within the field. It serves both as an advocate for the Program and a liaison between the Program and co-curricular leadership activities on campus.

39.1.18.2 Membership

Three elected faculty members for three-year terms, a Program Coordinator, who is appointed by the Dean and serves as the committee chair, the Associate Dean for International Education, and the capstone instructor who will serve as an ex-officio member of the committee.

39.1.19 Library Advisory Committee

39.1.19.1 Functions

The Committee studies library needs in view of the academic program and advises the librarian on matters of general library policy, the development of library resources, and ways to integrate the library program with other academic activities of the College. The Committee acts as a liaison group between the Faculty and the librarian.

39.1.19.2 Membership

Three faculty members elected for a term of two years, two students, the Divisional Associate Deans, the Director of the Library (ex officio), as Chair of the Committee.

39.1.20 Master of Science in Education Advisory Committee

See the description of MSE administration immediately above this section [Section IV: Article 35].

39.1.21 Master of Theological Studies Advisory Committee

See the description of MTS administration immediately above this section [Section IV: Article 36].

39.1.22 Peace and Justice Center Advisory Committee

39.1.22.1 Functions

The Committee advises and assists the Director of the Peace and Justice Center concerning its activities and planning. This includes programming, financing, communications, and general administration.

39.1.22.2 Membership

Three faculty members, representing the three academic divisions, elected by the Faculty for staggered three-year terms; representatives, appointed by the director, from each of the following areas: Campus Ministry, Leadership Service and Involvement, student body, and others the Director deems necessary. Ex officio members include the Director of the Center, and the Associate Academic Dean for Global Affairs.

39.1.23 Peace and Justice Minor Advisory Committee¹¹⁴

39.1.23.1 Functions

The Committee shall nominate from among faculty who teach courses in the minor a person to serve as Program Director and shall forward its recommendation to the Dean of the College via the Associate Dean for International Programs. The term of office shall be for five years and shall be renewable. The Committee also will make recommendations to the Associate Dean for International Education regarding goals and objectives, curriculum, requirements, and policies and procedures related to the administration of the program. It shall identify budget and personnel needs, and library resources to meet the objectives of the program. It shall assist the Program Director in periodic program evaluation and strategic planning in terms of evolving topics and concepts within the field. It shall serve as both an advocate for the program and a liaison with other academic programs and with the Peace and Justice Center.

39.1.23.2 Membership

In addition to the Program Director and the Associate Academic Dean for Global Affairs, who serve ex officio, the Committee shall consist of at least three faculty members who teach courses in the minor. The faculty members shall be appointed by the Dean of the College for a three-year term which is renewable.

39.1.24 Philippine Studies Committee

39.1.24.1 Functions

The Committee handles faculty exchanges with the University of the Philippines, encourages students to participate in exchange to the University of the Philippines, assists Admissions with recruiting Filipino American students, organizes Filipino cultural events, establishes and maintains contacts with Filipino American associations, and identifies potential benefactors for the Philippine Studies Program. The Committee reports to the Associate Academic Dean for Global Affairs.

39.1.24.2 Membership

One full-time faculty from each of the academic divisions appointed by the respective associate deans and up to three at-large full-time faculty appointed by the Associate Academic Dean for Global Affairs.

All faculty members serve a renewable two-year term. One among them serves as Chair of the Committee (as well as Director of the Philippine Studies program).

The Associate Dean for Global Affairs serves as an ex-officio member.

39.1.24 Womens and Gender Studies Committee

39.1.24.1 Functions

The Committee and the Director guide the minor in five primary areas: academic quality, advising, administration, and programming. Together, the Committee and Director make decisions related to curriculum and requirements of the minor, student advisement,

¹¹⁴ Approved by the Faculty on February 13, 2007.

programming both on and off the campus, and administrative matters including but not limited to policy, procedures, assessment, strategic planning, program review and budget, and support of disciplinary scholarship.

39.1.24.2 Membership

The Committee shall consist of faculty who regularly contribute courses to the minor program and/or have expertise, training, and/or scholarship in the academic discipline of Women’s and Gender Studies. Members will be selected by the Committee, and serve renewable terms of three years. The Committee will select the Director from among its members.

39.2 FACULTY COMMITTEES

39.2.1 Faculty Advisory Council

39.2.1.1 Functions

The Faculty Advisory Council will act as a resource committee for the Faculty. It shall study all issues presented to it, identify alternatives, and inform the Faculty of its deliberations and findings. The Council shall provide materials for legislation by the Faculty, but shall not itself legislate. All findings of the Council, both majority and minority, shall be reported directly back to the Faculty. During Faculty meetings the Council shall sit as a panel, so as to facilitate exchange of ideas and information. See [Section I: Article 2].

39.2.1.2 Membership

The Faculty shall nominate and elect five members. The Dean of the College and the Chair of the Faculty shall be ex-officio members of the Council. The Council shall elect its own Chair from among the five elected members.

39.2.2 Faculty Development Committee

39.2.2.1 Functions

The Committee works with the Director in shaping, implementing, monitoring, and evaluating the Faculty Development Program. It also assists the Director in making Program policy and administering the budget.

39.2.2.2 Membership

Five faculty members, one from each division and two at large, elected for three years; one student elected by the student body; and the Director of Faculty Development, ex officio, as Chair.

39.2.3 Faculty Mediation Committee

39.2.3.1 Functions

The function of the Committee is to mediate individual complaints against behavior and decisions arguably inconsistent with the Faculty Constitution and the Faculty Policy Statement. When mediation fails, the Committee may, in certain circumstances, make a recommendation that the Faculty take further action. The Committee shall hear complaints made by members of the Faculty against members of the Faculty. Administrative officers who are members of the Faculty, including the Academic Dean and the President, may by this provision be either respondent or complainant. No complaint shall be heard against the Faculty Personnel Committee or its decisions (the Faculty Review Committee is the proper venue for these complaints), and complaints relating to harassment shall be referred to the Harassment Resource Committee. For a detailed account of procedures, see [Section II: Article 5].

39.2.3.2 Membership

The Faculty Mediation Committee shall consist of three tenured and elected members of the Faculty. No officer of the administration at or above the level of associate or assistant dean shall serve on the Committee. The members are elected for a term of three years, the terms staggered.

39.2.4 Faculty Nominations & Elections Committee

39.2.4.1 Functions

This Committee is described in the Faculty Constitution [Section I: Article 4.2.2]. It conducts elections according to the procedures specified in the *Faculty Handbook* [Section I: Article 1.7].

39.2.4.2 Membership

The Faculty Nominations & Elections Committee shall consist of three members who shall be nominated by the Faculty at large and validated by the Faculty Advisory Council. Candidates shall have enjoyed voting rights in the Faculty for a period of one year. Two members shall constitute a quorum of the Committee. Members shall be elected for three-year terms, with one member being replaced annually. In the event of an emergency vacancy, the Committee may continue to function, but the Faculty Advisory Council shall hold a special election to fill out the unexpired term within three weeks of the vacancy.

39.2.5 Faculty Personnel Committee

39.2.5.1 Functions

The Committee makes recommendations on the promotion and tenure of faculty members according to the policies and procedural methods outlined in [Section II: Articles 6 and 7] of the Faculty Policy Statement. Among the requirements are these:

- Committee members will regard all deliberations and notes as absolutely confidential, even after their terms expire. However, the Committee will explain to unsuccessful applicants the reasons for rejection as a means of improving subsequent applications.
- In order to preserve objectivity, members of the Committee will not write letters for or assist in the preparation of, applications or proposals they will later pass judgment on; they may, however, answer questions and provide information to help applicants formulate their materials.
- The Committee bases its deliberations and makes its judgments on the application or proposal as submitted; only in cases where fairness dictates, may the Committee seek additional materials from a faculty member.

The Committee also acts on cases of termination for cause. When the Committee is so acting, the Dean does not function as a member of the Committee. Its functions, however, will not be limited to the above. Faculty members may not apply for promotion while serving on the Committee.

39.2.5.2 Membership

The Faculty Personnel Committee shall consist of eight members: seven faculty members elected by the Faculty and the Dean of the College as an ex officio member, without vote. The faculty members must have permanent tenure and have been employed full time with faculty status for two years at St. Norbert College. The slate of elected members shall be retired in the following manner: three the first year, two the second year, and two the third year. Thereafter members shall be elected for three-year terms to fill the

offices vacated. Each year the Committee shall select its Chair from among the seven elected members.

39.2.6 Faculty Policy Committee¹¹⁵

39.2.6.1 Functions

The Faculty Policy Committee shall attend to issues concerning policy enactments, faculty governance, and due process procedures, particularly as relates to the *Faculty Handbook*. The Committee will ensure that all official changes to the *Handbook* are properly entered and that an archive of important faculty documents is maintained. Its responsibilities include:

- All members of the Committee must be or become thoroughly familiar with the *Faculty Handbook*, the precedents and practices of interpretation and procedures established at the College, and A.A.U.P. recommendations on faculty governance and due process.
- The Committee shall attend to anomalies, ambiguities, and problems found in the *Faculty Handbook*, with special attention to encouraging collegial governance at St. Norbert College and preventing inequity and misunderstanding. It shall write and present motions to improve the *Handbook*, or give aid to other parties interested in proposing changes to the *Handbook*. It may be asked by any party to give an opinion on any issue related to the *Handbook*.
- The Committee shall attend to the committees upon which faculty serve and may offer recommendations or suggestions to the persons or bodies with primary responsibility for those committees and to the Faculty. It shall consider recommendations on the appropriate number and proportion of elected faculty representatives and consider whether ex-officio members should serve as voting or consultative members. It shall recommend the creation of committees, or, in the interest of efficiency, the abolition of or consolidation of committees upon which the Faculty serve.
- The Committee will be a resource to the Faculty Chair and the Dean of the College in interpreting the *Faculty Handbook*. It shall inform the Faculty Chair when the policies of the *Handbook*, relevant A.A.U.P. guidelines, or the governance traditions of the College are not being followed. As a general practice, the Committee will maintain close communication with the Faculty Chair and the Dean of the College so that they are aware of the policy, procedural, or governance issues being discussed.

The Committee will provide oversight for all due process procedures relating to faculty and not under the purview of other established committees. These include procedures relating to issues that arise in the context of College – wide policies as they apply to faculty, for example, the Sexual Harassment Policy, the Consensual Relationships Policy.

39.2.6.2 Membership

The Faculty shall nominate and elect four tenured members. Terms will be three years unless the Committee requests a shorter term for an incoming member to ensure, if possible, that not more than two members will be likely to be replaced in any single year. The Committee shall elect a Chair, who will serve for a one-year term, renewable. The Faculty Chair will serve as an ex officio (non-voting) member of the Committee.

¹¹⁵ Approved by the Faculty on November 27, 2007.

The Nomination and Elections Committee shall initiate election procedures for the Faculty Policy Committee at the same time that it initiates elections to the Faculty Advisory Council, immediately after the election of the Faculty Chair.¹¹⁶

39.2.7 Faculty Review Committee

39.2.7.1 Functions

The primary function of the Faculty Review Committee is to determine whether a recommendation of the Faculty Personnel Committee was the result of following procedures and applying standards consistent with the requirements stated in the Faculty Handbook, with the understanding that the Review Committee will not substitute its judgment on the merits of the case for that of the Faculty Personnel Committee.

39.2.7.2 Membership¹¹⁷

The Faculty Review Committee shall consist of three elected faculty members at the rank of Associate or Full Professor (at least one of whom shall be a former member of the Faculty Personnel Committee). The term of service shall be three years, with one term coming to an end each year. Members should be prepared for the possibility that the Committee may occasionally meet during the summer.

39.2.8 Faculty Welcoming Committee

39.2.8.1 Functions

The purpose of the Committee is to assist new faculty members and their families to locate in and become acquainted with the community. See the Faculty Constitution, [Section I: Article 4.2.1].

39.2.8.2 Membership

The Committee shall consist of three faculty members elected for terms of three years with one member being replaced annually. The third –year member of the Committee shall act as Chair.

39.2.9 Fellowship Committee

39.2.9.1 Membership

Three faculty members elected for a term of three years.

39.2.9.2 Functions

The Committee keeps the Faculty informed of the existence and nature of the many fellowships open to graduating seniors, e.g. Wilson, Danforth, Truman. It identifies potential nominees for such fellowships at the end of the sophomore or the beginning of the junior year and coordinates faculty to work with these students to prepare them for eventual nomination for the fellowships. It selects nominees for the fellowships.

39.2.10 Sabbatical Committee

39.2.10.1 Membership

The Sabbatical Committee will be comprised of three faculty members (with tenure), elected for staggered three-year terms, and the Dean of the College (ex officio, without vote).

39.2.10.2 Functions

¹¹⁶ Approved by the Faculty on November 27, 2007, and the Board of Trustees on February 8, 2008.

¹¹⁷ The requirement that faculty members hold the rank of Associate or Full Professor was approved by the Faculty on September 20, 2011.

The Sabbatical Committee advises the Dean of the College on matters related to sabbaticals and has a twofold purpose: 1) the Committee will provide guidance to applicants to promote, encourage, and support high-quality applications and successful sabbatical leaves, and 2) the Committee will recommend to the President the granting of sabbaticals and rank these proposals, if necessary, when the number of recommended applications exceeds the number of sabbaticals the College can support. To provide formative guidance, the Committee will interview applicants to help them develop successful sabbatical proposals. It may consult with the Divisional Associate Deans, Director of Faculty Development, or other appropriate parties as it works to provide constructive feedback to the applicants.

39.3 COLLEGE WIDE COMMITTEES

39.3.1 President's Cabinet

39.3.1.1 Functions

The members of the President's Cabinet shall act as advisors to the President in the immediate problems of College administration and be responsible to him in their individual administration.

39.3.1.2 Membership

The President; the Vice President for Academic Affairs and Dean of the College, the Vice President for Business and Finance, the Vice President for Student Life, the Vice President for Mission and Heritage, the Vice President for Enrollment Management and Communications, the Vice President for College Advancement and the Secretary to the Board of Trustees, the Chief of Staff and the Chief Information Officer.

39.3.2 Benefits Advisory Committee

39.3.2.1 Functions

The Benefits Advisory Committee serves in an advisory capacity to the Vice President for Business and Finance. The Committee reviews and monitors faculty and staff benefits, including health care costs and coverage; recommending changes where appropriate to the Vice President for Business and Finance. The Committee will report on a regular basis to the College community on its work.

39.3.2.2 Membership

Two elected representatives from the Faculty; two elected representatives from the Salaried Employee Association, two elected representatives from the Hourly Association; two appointments made by the President, including one who represents the retirees. Ex officio members include the Vice President of Business and Finance, the Director of the Health and Wellness Center, the Compensation and Benefits Specialist, and the Director of Human Resources.

39.3.3 College Appeals Board

39.3.3.1 Functions

The Committee hears appeals in student disciplinary cases.

39.3.3.2 Membership

Two members appointed by the President: one member of the Administrative Advisory Council, one student; the Faculty Chair, ex officio.

39.3.4 College Community Relations Board

39.3.4.1 Functions

The Board renders decisions in disciplinary matters referred to it, involving either violations by individual students or by student organizations.

39.3.4.2 Membership

Three faculty members elected for a term of two years, three students, three members appointed by the President. The Vice President of Student Life, ex officio.

39.3.5 Committee on Equity, Diversity and Inclusion

39.3.5.1 Functions

The Committee advises the President on initiatives, programs and policies related to diversity on campus and, in particular, recruitment and retention of faculty, staff and students from historically underrepresented groups, curriculum, campus climate, and creation of an inclusive learning and work environment. The Committee will advocate for best practices and appropriate policies, especially as they relate to race, ethnicity, age, sexual orientation, gender, socioeconomic status, religion, and physical ability. The Committee will monitor campus progress on diversity, make recommendations to the president on goals and policies that reflect diversity, equity, and inclusion, and otherwise work with the President as directed on these issues. The Committee will adopt subcommittees and operating practices as it sees fit. It will provide an annual report to the College community by May 1, and will undertake other reports as needed. The Senior Advisor for Diversity and Inclusion will serve as CEDI coordinator.

39.3.5.2 Membership

Four faculty members appointed by the President, and one elected faculty member. One elected and one appointed salaried employee, one elected and one appointed hourly employee. One student appointed by the Vice President of Mission and Student Affairs and one student elected by the Student Government Association. Two appointed representatives of the Mission/Student Affairs division, one appointed representative of the Enrollment Management and Communications division, one appointed representative of the Office of Multicultural Student Services, one appointed member representing the Norbertines, one appointed member from the Information Technology area and one member appointed as a Board of Trustees representative. The Vice President for Mission and Student Affairs and Dean of Students, the Vice President of Academic Affairs and Dean of the College, the Director of Human Resources, and the Senior Advisor for Diversity and Inclusion will serve as ex officio members of the Committee. Terms are for three years.

39.3.6 Communications Board

39.3.6.1 Functions

The Board advises the Vice President for Student Life. Its primary function is to help all student-operated communication media operate in a professional and responsible manner, but it is also expected to provide advice and assistance to personnel of student-operated communication media.

39.3.6.2 Membership

Two faculty members elected for a term of two years, two students, one member who is not a faculty member or student appointed by the President. Advisors of student organizations under the Communications Board purview (SNC Times, WSNC Radio, Graphos), and the Director of College Programming, ex officio.

39.3.7 Technology Advisory Committee

39.3.7.1 Functions

The Technology Advisory Committee (TAC) provides advice and recommendations to the Chief Information Officer on information technology plans and policies, projects and priorities, and service and support. The work of the TAC is intended to further an information technology environment that supports and advances the College's academic and administrative priorities and goals. The TAC will 1) represent faculty, student and administrative interests in the selection and implementation of academic and administrative technologies; 2) advise on the planning and rollout of major projects, with a focus on customer experience, communication, adoption, and impact; 3) recommend policies and approaches that will develop and enhance the effective use of technology by faculty, students, and staff; 4) support innovation by identifying and proposing new initiatives, with an emphasis on developed business cases to support investments; 5) review and advise technology plans and governance structures to ensure a user-centered focus and alignment with College priorities; 6) assist the CIO in disseminating IT information and fostering better communication across IT service and customer groups.

39.3.7.2 Membership

TAC membership includes one representative from each administrative division (Academic Affairs, Business and Finance, College Advancement, Enrollment Management and Communications, and Mission and Student Affairs); a faculty member from each division, a representative from the library, and one student representing the Student Government Association. All positions are presidential appointments.

39.3.8 Harassment Resource Committee

39.3.8.1 Functions

The College shall establish a standing Harassment Resource Committee for all faculty and employees of the College. Persons appointed to the Harassment Resource Committee shall be trained so they can perform the functions for which they are selected. The Committee will advise complainants of their right to file a complaint under the College procedure and other appropriate federal and state agencies, as well as the availability of advocates from the Resource Committee. Participants in the sexual harassment grievance process may select members of the Committee to serve as advocates for them throughout the formal hearing process. Advocates will assist the complainant or respondent by advising about the grievance or hearing process, helping with the preparation or presentation of evidence during an investigation or hearing, and helping with the preparation or presentation of any arguments to be communicated to the Affirmative Action Officer or the Sexual Harassment Grievance Panel.

39.3.8.2 Membership

The Harassment Resource Committee shall be comprised of 16 members of the College community, including six members of the faculty, five members of the salaried employee association, and five members of the hourly associates group. The members shall be elected from their respective groups for two-year terms. Faculty members will be elected to two-year terms with a recommendation to continue for second and/or third terms, if appropriate. The committee representation should reflect an equal representation of gender.

39.3.9 Environmental Sustainability Advisory Committee

39.3.9.1 Functions

The Environmental Sustainability Advisory Committee (ESAC) will advise the President and the President's Cabinet in the development and implementation of ideas and programs to reduce the College's environmental impacts – and to educate the campus and broader community on sustainability issues. This will include the development of a long-term plan to achieve climate neutrality at St. Norbert College, consistent with the American College and University President's Climate Commitment.

39.3.9.2 Membership

The President will appoint the Chair of the Advisory Committee and seven additional members, with expertise in stewardship of the environment, for two-year terms. Elected members will include one faculty member, one administrator/staff, one hourly staff, and two students elected for two-year terms by their respective constituencies.

39.3.10 Speakers and Fine Arts Committee

39.3.10.1 Functions

The Committee is responsible for developing and maintaining a strong and vital speakers program. The Committee operates under the policy prescribed for College-sponsored programs as outlined in [Section IV: Article 15] of the *Faculty Handbook*.

39.3.10.2 Membership

Three faculty members elected for a term of two years, three students, one member appointed by the President, the Director of College Programming and the Director of Media Relations, ex officio.

39.3.11 Strategic Plan Stewardship Committee

39.3.11.1 Functions

The primary function of the Strategic Plan Stewardship Committee is to oversee the strategic plan and evaluate its progress. Further, the Committee will make annual recommendations to the President's Cabinet for amending and updating the plan, and it will from time to time conduct research into the campus' strategic priorities. The Committee will convene throughout the year and will meet with the President's Cabinet at least once each semester to assess the progress of the plan, ensure consistency in application from year to year, and suggest new strategies and action steps as previous ones are completed. The Committee will be expected to deliver a report card on the previous academic year's progress in time for the May Board of Trustees meeting each year and to propose future priorities in conjunction with the College's budget cycle.

39.3.11.2 Membership

The Committee will consist of 14 members and the President, who is ex officio. The Director of Finance, the Associate Vice President of Institutional Effectiveness, and the Director of Communication will also serve as ex officio members of the Committee. Seven of these members will be elected (two each from the Faculty, salaried employees and hourly employees, and one student). Seven other members will be appointed by the President. A member of the larger community and the Norbertine community will be appointed by the President. The Committee must contain at least one member from each College division. Elected members will serve three-year terms and appointed members will serve two-year terms. Students' terms are one year. The Chair will be determined by the Committee.

39.3.12 Student Affairs Committee

39.3.12.1 Functions

The Committee advises the Vice President for Student Life on policy matters in that area of concern: i.e., student government, student social and cultural life, student counseling, security, publications, etc.

39.3.12.2 Membership

Two faculty members elected for a term of two years, four students, two members appointed by the President, the Vice President for Mission and Student Affairs, ex officio, the Director of LSI, ex officio, the Associate Dean of Student Development, ex officio, and the Senior Director of Residential Education and Housing, ex officio, as Chair of the Committee.

39.3.13 Master Planning Committee

39.3.13.1 Functions

The Committee is charged with developing, updating and maintaining a master building plan that is consistent with the College's mission and that addresses the future design and shape of the campus. It monitors the progress of currently identified priority capital projects and evaluates and recommends future projects. All recommendations of the Committee will be channeled through the existing governance structure of the College.

39.3.13.2 Membership

All vice presidents and one appointee from each of their divisions; one faculty appointment; one trustee who serves on the Board of Trustee Building Committee.

The Director of Facilities. The President, the Abbot, and Chair of the Building Committee will serve as ex officio members of the Committee. All terms are for three years and appointments are made by the President.

39.3.14 Safety and Emergency Management Committee

39.3.14.1 Functions

The Committee shall serve as an advisory body to the President's Cabinet on issues pertaining to safety, security, emergency preparedness, and crisis response. The Committee shall recommend changes in policy and procedure, to enhance the safety of the SNC community. The Committee shall promote communication and interaction within the College community on all issues relating to safety, emergency and crisis management. The Committee will provide an annual report to the College community and other reports as needed. The Committee shall have two sub-committees: the Safety Sub-Committee and the Emergency and Crisis Management Sub-Committee.

39.3.14.2 Membership

Appointed members should have expertise or interest in safety and emergency management. The Committee will be co-chaired by the Vice President for Mission and Student Life and the Vice President for Business and Finance. Members will include two members of the Hourly Association, two members of the Exempt Salaried Association, one member from Residential Life one from Communications, one from Information Technology, and one from Facilities, All are appointed by the President. Except for the two student members, who will serve one-year terms, each member will serve two-year terms. Initially, the terms will be staggered in order to provide continuity from each of the constituent groups. At its first meeting of the academic year, the Committee shall split

into the two sub-committees and elect sub-chairs, The sub-chairs shall schedule at least one meeting each month during the academic year and shall provide an agenda at least 48 hours prior to each meeting. Additional meetings may be scheduled as needed, The co-chairs shall schedule full committee meetings twice each semester. Additional meetings may be scheduled as needed Consulting members of the Committee will include a representative of the De Pere Police Department and the De Pere Fire Department. Ex officio members of the Committee will be the Director of Facilities, the Vice President of Mission and Student Affairs, Heritage, the Director of Risk Management, the Director of Safety and Security.

40 SUNSET RULE ¹¹⁸

Any committee, enumerated in [Section IV: 39.1 or 39.2], above, that has not convened a meeting or otherwise conducted business during an academic year will “sunset,” losing its official recognition, and must be formally reestablished. The following committees are exempt from this provision:

Academic Accommodations Review Panel
Academic Honor Board
Athletic Committee
Faculty Advisory Council
Faculty Mediation Committee
Faculty Nominations & Elections Committee
Faculty Personnel Committee
Faculty Policy Committee
Faculty Review Committee
Institutional Animal Care Committee
Institutional Review Board
Sabbatical Committee

41 SPECIAL TOPICS COURSES ¹¹⁹

Special Topics courses listed with 189/289/389/489/589 numbers are occasionally offered. A specific Special Topics course can be offered twice within a four year period before it must be reviewed for Catalog inclusion and the assignment of a regular course number.

42 ROUTINE CHANGES TO THE FACULTY HANDBOOK

Substantial academic policy changes must be brought to a Faculty vote before being placed in the *Faculty Handbook*. Certain other alterations, specified below, may be made to the *Faculty Handbook* sections “The Faculty Policy Statement,” “Academic Regulations,” and “Procedures and Information” without a formal vote of the Faculty.

¹¹⁸ Amended by the Faculty on March 12, 2012.

¹¹⁹ Approved by the Faculty on October 27, 2009.

42.1 The following alterations may be made, under the responsibility of the Dean of the College, without prior notice to the Faculty.

- 42.1.1 “He or she” or “her or him” (alphabetical order in both cases) shall be substituted for generic male references and for references to both genders which use a slash.
- 42.1.2 Capitalization. Particular offices (“the Associate Dean of the Division of Social Science”) will be capitalized, but references to a class of offices (“associate deans,” “the appropriate associate dean,” “disciplinary coordinators”) will not. “Faculty” will be capitalized when it refers specifically to the formal Faculty organizations (“a member of the Faculty,” “the Faculty of the Department of Sociology”). When the reference is to individuals who serve a particular function, “faculty” is not capitalized (“faculty who are on campus,” “faculty may wish to choose early retirement”).
- 42.1.3 Sections and subsections may be renumbered to take account of deletions and additions that have been made according to the proper procedures.
- 42.1.4 Changes may be made in the order of presentation of sections and subsections, if the goal is to group allied or similar items, but not if the effect is to change the emphasis in a manner that alters policy.
- 42.1.5 Changes may be made in occupational titles and in institutional labels (for example, the recent change of the title from “Director” to “Associate Dean” of International Studies).

42.2 The following changes may be made, under the responsibility of the President or the Dean of the College, after prior notice is given by the Dean to the Faculty as a written report delivered with the agenda before a Faculty Assembly. At that meeting, the Faculty, if it wishes, may offer its advice on the proposed changes.

- 42.2.1 Changes in the Handbook’s account of the responsibility of administrative officers occasioned by changes in administrative structure.
- 42.2.2 Changes made mandatory by evolving legal requirements.
- 42.2.3 Changes made to paragraphs that are no more than informational reprints or summaries of sections properly belonging to the Employee Handbook (e.g., The Affirmative Action Statement), College Catalog (e.g., the Mission Statement), or similar recognized College documents as they evolve.
- 42.2.4 The automatic removal of a Committee under the “Sunset Rule.”
- 42.2.5 Dates which are primarily informational and which do not impact policies of interest to the Faculty (for example, a change in the dates of Trustee Meetings, but not a change of dates for delivering faculty contracts).

SECTION V: THE BY-LAWS OF ST. NORBERT COLLEGE

RESTATED

1 OBJECTIVES AND PURPOSES

1.1 PRECEPTS

St. Norbert College, Inc. (“Corporation”) shall exist and function to the precepts of civil law, the norms of the Roman Catholic Church, and the philosophy of the Order of Canons Regular of Premontre. The Corporation shall be managed and directed according to the doctrines, disciplines, laws and rules and regulations of the Roman Catholic Church.

1.2 PURPOSES

The purposes of the Corporation shall be the operation and management of the affairs, property, business and activities of St. Norbert College and as such shall be duly benevolent, beneficial, educational, charitable, religious or scientific. Its operation shall be conducted within the context of the theology, philosophy, other teachings and doctrines of the Roman Catholic Church, and shall be in compliance with the objectives and philosophy of the Order of Canons Regular of Premontre, a religious order of the Roman Catholic Church. Within these stated purposes, St. Norbert College shall be committed to the moral, personal and intellectual development of its students; the maintenance of an environment in which such development may take place; and the presentation of a value-oriented academic program and campus ministry which best utilizes the college’s human and financial resources.

2 PRINCIPAL OFFICE AND REGISTERED AGENT

2.1 NAME

The name of the Corporation shall be St. Norbert College, Inc. Its principal place of business is located at 100 Grant Street, De Pere Wisconsin 54115.

2.2 REGISTERED OFFICE

The address of the registered office of the Corporation is 100 Grant Street, De Pere, Wisconsin, 54115.

3 MEMBERSHIP

3.1 MEMBERSHIP

The sole Member of this corporation shall be the nonprofit corporation organized and existing pursuant to the laws of Wisconsin under the name The Premonstratensian Fathers, which corporate Member shall act through its appropriate officers and directors, pursuant to its articles of incorporation and by-laws.

3.2 POWERS, DUTIES AND RIGHTS

The business and property of St. Norbert College, Inc. shall be under the jurisdiction and control of its membership, except where delegated to the Board of Trustees. The determination of the scope of any powers set forth as reserved to the Member shall be determined by the Member alone, and in all events. The powers, duties and rights reserved to the Member shall be, but not limited to, the following:

- 3.2.1 To assure that the philosophy and mission of St. Norbert College, Inc. is in agreement with the philosophy of the Order of Canons Regular of Premontre and the Roman Catholic Church, and to do any and all things deemed necessary by the Member to implement this assurance. In this light, the Member specifically makes reference to the Mission Statement and Core Values of St. Norbert College attached hereto and made a part of this section as if set forth in full herein.
- 3.2.2 To make the final decision upon recommendation of the Board of Trustees on alienation, encumbrance, or disposition of real property or real property improvements (including fixtures), whenever such proposed alienation involves land or buildings of the College campus or utilized for College purposes and whenever such transaction involves a value of over \$1,000,000.00.
- 3.2.3 To make the final decision upon recommendation of the Board of Trustees on alienation, encumbrance, or disposition of real property improvements (including fixtures), whenever such assets are held for investment or pursuant to donations for other than direct educational use and whenever such transaction involves a value of over \$1,000,000.00.
- 3.2.4 To consult with and to approve or withhold approval of proposed appointments to the Board of Trustees as such proposals are submitted from time to time by the Board of Trustees.
- 3.2.5 To remove members of the Board of Trustees, as deemed necessary by the Member.
- 3.2.6 To approve the articles of incorporation and by-laws, and to make amendments to them, from time to time.
- 3.2.7 To cause the dissolution of the Corporation.
- 3.2.8 To designate appropriate accounting systems and audits for the Corporation.
- 3.2.9 To provide insurance and to designate legal counsel, as part of its overall corporate pattern.
- 3.2.10 To consider and approve the annual operating and capital expenditure budget for the Corporation, provided, however, that the trustees shall submit such budgets to the Member at least two weeks prior to the starting date of the budget period. Until the trustees are advised by the Member as to the action of the Member in reference to a budget, the trustees may operate on the assumption that said budget has been approved, and any action taken by the trustees in reliance thereupon shall be deemed ratified by the Member. The Member, however, may request modifications of a budget during the term of the budget year, as such budget affects the remainder of the said budget year.
- 3.2.11 To authorize all financial obligations maturing more than one year from the date of their creation, and to authorize all financial obligations maturing less than one year from the date of their creation which are in excess of \$2,000,000.00. This reservation shall not apply to equipment leases involving a total financial commitment of less than \$1,000,000.00.
- 3.2.12 To approve the selection and removal by the Board of Trustees of the President of the College.

3.3 MEETINGS

The annual meeting for action by the Member of the Corporation shall be held during the month of July each year. The date, time and place for said annual meeting shall be determined by the Member.

Special meetings of the corporate Member of the Corporation may be held at such times and places as may be provided pursuant to the by-laws of the corporate Member.

3.4 PLACE OF MEETINGS

Meetings, whether regular or special, may be held within or without the State of Wisconsin.

3.5 ACTION WITHOUT MEETING

Any action required or permitted to be taken at a meeting of the Member may be taken without a meeting if consent in writing, setting forth the action to be taken, and filed with the records of the Corporation, shall be signed by the President or Vice-President of the Premonstratensian Fathers, as the action of the corporate Member, duly undertaken pursuant to its articles and by-laws.

4 BOARD OF TRUSTEES

4.1 GENERAL POWERS

Except as to authority reserved to the Member, the Board of Trustees shall constitute the policy-making body of the Corporation, shall have and exercise the corporate powers prescribed to a Board of Directors by law, and shall have and may exercise all of the following powers of the Corporation, together with all other powers necessary or beneficial in discharging such delegated responsibility:

- 4.1.1 To define the Corporation's policies, goals and objectives.
- 4.1.2 To establish such committees and reporting criteria as may be needed for the proper operation of the Corporation and the achievement of its goals.
- 4.1.3 To recommend to the Member, and to adopt subject to the approval of the Member, the annual operating and capital expenditure budgets for the Corporation.
- 4.1.4 To provide for adequate financing and operations by insuring sufficient revenues, and by enforcing businesslike controls over expenditures.
- 4.1.5 To oversee the budget of the College and establish policy guidelines for the endowment and for all investments and major fund-raising efforts.
- 4.1.6 To adopt a long-range strategic plan for the orderly development of the Corporation's programs and services.
- 4.1.7 To approve the officers of the Corporation, other than the President, as provided by [Section V: Article 6].
- 4.1.8 To establish compensation for, designate the duties of, and evaluate the President of the Corporation.
- 4.1.9 To seek candidates for positions on the Board of Trustees, and after approval by the Committee on Trustees, to submit said candidates for approval to the Member before such candidates are appointed. Upon receiving such approval, to appoint members of the Board of Trustees.
- 4.1.10 To implement accounting systems and audits for the Corporation as directed by the corporate Member; to authorize and implement additional accounting systems or audits as deemed necessary by the Board of Trustees.
- 4.1.11 To select, evaluate, continue or remove the President of the College, in consultation with the Member or its designee, subject to the ultimate approval of the corporate Member.
- 4.1.12 To grant degrees
- 4.1.13 To approve or disapprove of the President's selections of vice presidents.
- 4.1.14 To enact rules and regulations pertaining to the faculty, student life, curriculum and the establishment or discontinuance of majors or academic programs as the Board may from time to time determine.

- 4.1.15 To seek, accept, or refuse conditional gifts, grants, subscriptions and bequests made to the College.
- 4.1.16 To elect, evaluate, continue or remove the Chair of the Board of Trustees.
- 4.1.17 To determine and periodically review the goals and objectives and the mission of the College, and consistent with said goals and objectives to establish, review and approve changes in the educational programs of the College.
- 4.1.18 To establish procedures regarding appointment, promotion, tenure and dismissal of faculty members. To approve or disapprove promotion and tenure.
- 4.1.19 To authorize any changes in tuition and fees within the College.

4.2 NUMBER AND TENURE

The Board shall be comprised of not less than five (5), nor more than forty-five (45) members. Not less than twenty percent (20%) nor more than thirty percent (30%) shall be members of the Norbertine Order, unless such provision would result in fewer than three (3) members of the Norbertine Order. There shall always be at least three (3) trustees who are members of the Norbertine Order. Beginning in 2013, Trustees' terms shall be four (4) years, with a maximum of three (3) consecutive terms. Notwithstanding the foregoing to the contrary, Trustees may be elected to a term of less than four (4) years. Trustees elected before 2002 would not be subject to term limits.

If a member of the Board of Trustees is elected as an officer of the Corporation, her or his tenure on the Board shall be extended to a period co-extensive with the term of such office, notwithstanding the definition of tenure set forth above.

Notwithstanding anything herein to the contrary, upon the recommendation of the Chairman of the Board of Trustees, the Member may appoint an individual to serve on the Board of Trustees. Such appointed Trustee shall serve for a term of one (1) year. No more than two individuals may serve one (1) year Board of Trustee appointments during any fiscal year.

- 4.2.1 Alumni Member.
The immediate past President of the St. Norbert College International Alumni Board shall serve as an ex-officio member of the Board of Trustees.
- 4.2.2 Young Alum.
The Board shall elect a young alumnus of St. Norbert College to serve as a trustee for a term of three (3) years. For the purpose of this section [Section V: 4.2.2], a young alumnus shall be a graduate of the College, whose graduation date is less than ten (10) years prior to the date of his or her election to the Board. The initial young alumnus term shall commence June 1, 2005.

4.3 METHODS OF APPOINTMENT; VACANCIES; REMOVAL

The Committee on Trustees of the Board of Trustees shall recommend candidates for appointment to the Board of Trustees to the corporate Member, which shall approve said candidates, or disapprove same, after which a majority of the Board of Trustees present at a meeting of the Board may appoint approved members to the Board. This procedure shall also be utilized for removal of Board members. Vacancies shall be filled in the same manner as original appointments are made. Appointments of Norbertine members to the Board shall abide and follow the "Book of Customs" of St. Norbert Abbey. Students, faculty members, and administrative officers of the College shall not serve as trustees. Any member of the Board of Trustees, except members of the Norbertine Order, may be removed from office by the Board of Trustees for cause, or as provided in the powers reserved to the Member. If the Board of Trustees wishes to remove a member,

two-thirds (2/3) affirmative vote of the trustees in office for recommendation of removal shall be made to the corporate Member, which shall act upon said vote.

4.4 MEETINGS

There shall be at least three regular meetings of the Board of Trustees annually, which shall be held in the winter, spring and fall on such date and place as may be designated by the Chair of the Board. The annual meeting of the Board shall be the spring meeting each year.

Special meetings may be held at the call of any two (2) of the Chair, the President, and the Secretary; and it shall be the duty of the Chair or the Secretary to call such special meetings on the request of ten (10) trustees, setting forth the objects of the meeting.

4.5 NOTICE OF MEETINGS

Written notice of all meetings of the Board of Trustees shall be sent by the Secretary to each trustee at least ten days before the date of the meeting. In case of special meetings, the notice shall state the purposes of the meeting, and no business shall be transacted at such meetings that does not relate to the purposes stated.

4.6 WAIVER OF NOTICE

Whenever notice is required to be given under provisions of the statutes or of the articles of incorporation or of these by-laws, a waiver in writing signed by the persons entitled to said notice, whether before or after the time stated therein, shall be deemed equivalent thereto. Attendance at any meeting by a trustee shall be conclusively deemed a waiver of notice of that meeting unless objection is made at the outset of such meeting to the failure to give proper notice.

4.7 QUORUM

A majority of the trustees shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the trustees present and voting at the duly called meeting of the Board or any committee shall be the act of the Board of Trustees or that committee, except as may be provided by statute or by the articles of incorporation, or by these by-laws.

4.8 ACTION WITHOUT FORMAL MEETING

Any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a formal meeting. A written consent setting forth the actions so taken and signed by two-thirds or more of the members of the Board or by all of the members of a committee, as the case may be, must be filed with the minutes of the proceedings of the Board or the committee. When the resolution has been adopted, all directors or committee members, including those that did not vote, shall be notified of the approval.

4.9 MEETINGS BY ELECTRONIC MEANS OF COMMUNICATION

To the extent provided in these by-laws, the Board of Trustees, or any committee of the Board may conduct any regular or special meeting by the use of any electronic means of communication, provided (1) all participating directors or committee members may simultaneously hear each other's communication during the meeting, or (2) all communication during the meeting is immediately transmitted to each participating member, and each participating member is able to immediately communicate messages to all other participating members.

5 TRUSTEES EMERITI

A trustee who has served for a minimum of two (2) terms, upon recommendation of the Committee on Trustees, may be elected by a majority of the Board of Trustees as a trustee emeritus. This position shall be reserved for those trustees with records of distinctive service. They shall be entitled to receive minutes of all meetings of the Board and Executive Committee. A trustee emeritus shall not be counted as a member of the Board of Trustees for any purpose. The College will maintain an active outreach program for trustee emeriti and provide regular opportunities for social interaction with trustees.

6 OFFICERS OF THE CORPORATION

6.1 The officers of the College shall be the Chair, Vice-Chair, Secretary, and Treasurer of the Board of Trustees, the president and one or more vice-presidents. The Chair and Vice-Chair shall serve for terms of four (4) years or until her or his successor is elected and qualified. The President, Secretary and Treasurer shall serve such terms as may be determined by the Board of Trustees at the time of their appointment or election. Unless a vacancy occurs at another time, elections of the Chair, Vice-Chair, Secretary and treasurer shall be held at the annual meeting of the Board. A vacancy in any office may be filled at any time. One or more vice-presidents shall be appointed by the President with the approval of the Board of Trustees.

6.2 The Chair and Vice-Chair shall be members of the Board of Trustees. The President shall be ex-officio, a member of the Board without power to vote and shall not be counted as a member of the Board or any committee for the purposes of determining a quorum. The other officers of the College shall not be members of the Board of Trustees.

6.3 The Board may approve the appointment of other officers (such as an assistant treasurer or an assistant secretary) upon recommendation of the President as it deems necessary. Such officers shall hold office at the discretion of the Board of Trustees and shall be subject to removal by affirmative vote of a majority of the entire membership of the Board of Trustees.

6.4 In the event of a vacancy in the office of the President, the Board shall appoint a special presidential search committee to submit nominations for candidates to the office pursuant to the standing board policy, which is separate from these by-laws.

7 POWERS AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD OF TRUSTEES

The Chair shall preside at all meetings of the Board of Trustees, shall have a right to vote on all questions, shall appoint members to all committees and shall have such other powers and duties as the Board from time to time may prescribe. In the absence of the Chair, the Vice-Chair shall perform the duties of the office of the Chair and have such other powers and duties as the Board may from time to time prescribe.

8 DUTIES OF THE PRESIDENT OF THE COLLEGE

The President of the College shall be the chief executive officer of the College and the official adviser to and executive agent of the Board of Trustees and its executive committee. The President shall, as educational administrative leader of the College, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities. Furthermore, the President shall have power, on behalf of the trustees, to perform all acts and execute all documents to make effective the actions of the Board or its executive committee, and except as otherwise provided in these by-laws, shall be ex officio, a member of all committees of the Board without power to vote. The authority and duties of the President shall include, but shall not be limited to, the following:

8.1 To direct the execution of all policies established by the Board of Trustees. This shall include, but not be limited to, fiscal and educational programs, contractual activities, planning, negotiations, investigations and the maintenance of broad contracts and relationship with governmental and private agencies, to the extent consistent with furthering the objectives, policies and programs of the College.

8.2 To develop and submit to the Board of Trustees for their approval a plan of corporate structure and organization for the officers and personnel of the Corporation.

8.3 To present to the Board of Trustees and the Executive Committee periodic reports on the spiritual and educational affairs of the College and the financial activities of the Corporation, together with the preparation of such other special reports or information as may be required or requested by the Board of Trustees or one of its committees.

8.4 To oversee the selection, employment, control, evaluation, continuation and discharge of employees, including the appointment of the delegation of duties to officers, agents and employees. The appointment of the vice president for academic affairs and the dean of the college, vice president for business and finance, vice president for student affairs, vice-president for college advancement, vice president for mission and heritage, vice president for enrollment management and communications, secretary and treasurer shall be subject to approval by the Board of Trustees.

8.5 To administer the maintenance of physical properties and other assets of the Corporation in a good state of repair and operating condition.

8.6 To supervise the business affairs of the Corporation in insure that revenues are collected and received and thereafter expended to the best possible advantage and in the best interests of the Corporation.

8.7 To cooperate with and act as liaison with committees designated by the Board of Trustees, with other persons, agencies or entities having contact with the College, and with the public at large.

8.8 To attend in person all meetings of the Board of Trustees and attend in person or through such officers, agents or employees as he or she may delegate or designate, all meetings of the committees appointed by the Board.

8.9 To perform any and all duties or responsibilities as may be necessary or appropriate and in the best interest of furthering the objectives of the Corporation. In addition, the Board of Trustees may from time to time expressly provide that an officer appointed by the President will be vested with all of the powers and

charged with all of the duties of the President in the event of the President's death, absence, disability, or inability to carry out the duties of the office.

8.10 To submit all proposed building plans and fund raising programs to the Board of Trustees.

9 POWERS AND DUTIES OF THE VICE-PRESIDENTS

Each vice president shall have such powers and shall perform such duties as may be assigned by the President with approval of the Board of Trustees. In case of the death, absence, disability or inability of the President to carry out the duties of the President, the duties of that office shall be performed by the academic vice president, or (in the absence of the academic vice president) by the most senior vice president available, which shall be the vice president with the greatest length of service to the College, as appointed by the Board of Trustees.

10 POWERS AND DUTIES OF THE SECRETARY

The Secretary shall have the custody of the Seal of the College and shall attest to and affix said Seal to such documents as required in the business of the College, including but not limited to deeds, bonds, mortgages, agreements, contracts, diplomas, evidences of the award of degrees, transcripts, abstracts of resolutions, certificates, minutes, and by-laws issued pursuant to the authority of the College. The Secretary shall give proper notice of all meetings of the Board of Trustees and shall keep a record of the appointment of all committees of the Board of Trustees. Furthermore, the Secretary shall keep or cause to be kept a record of the minutes of the Board of Trustees and each of its committees.

11 POWERS AND DUTIES OF THE TREASURER

The Treasurer shall be responsible for carrying out the mandates of the Board of Trustees and its finance committee in overseeing the financial resources of the College, including, but not limited to, cash, securities, stocks, bonds and all other property, personal or real, owned by the Corporation. The Treasurer shall assure that all books and accounts are accurately kept, and furthermore, shall present a full and detailed financial statement properly audited by an independent certified accountant, to the Board at its fall meeting and, if requested, at any other meeting of the Board of Trustees or any meeting of its finance or executive committees. The Treasurer shall cooperate with the Member in establishing accounting procedures designed to cause this Corporation to coordinate its accounting and audit procedures with those of the Member and its other affiliates.

The Treasurer shall monitor and manage the investments of the college corporation, including all funds and endowments, as recommended by the investment committee, and approved by the Board of Trustees. In addition, the Treasurer may be required to furnish a bond for the faithful performance and discharge of these duties, as may be directed by the Board or required by state statute. The Treasurer shall be an ex officio member of the finance and audit committees.

12 BOARD OF TRUSTEES COMMITTEES

12.1 There may be such special or ad hoc committees as the Board of Trustees may from time to time establish for the discharge of particular duties.

12.2 There shall be an executive committee and the standing committees as specified in this article. Members of the Executive Committee shall be elected by the Board at the annual meeting of the Board of Trustees. Members of standing committees shall be appointed by the Chair, after consultation with the Board, annually, at or following the annual meeting of the Board of Trustees. Except as provided in these by-laws, the Chair of the Board and the President of the College shall be ex officio members of all standing committees, and each standing committee shall include at least three additional trustees. Except as otherwise provided in this article, additional members, including persons who are not on the Board of Trustees, may be appointed. The Chair of each standing committee and a majority of its members shall be trustees.

12.3 The Board of Trustees may at any time discontinue any of its standing committees for such time as may be determined, and the duties of any committee so discontinued shall be performed during such discontinuance by another committee of the Board.

12.4 The Chair of any committee, with the consent of the Chair of the Board, may request the President of the College to appoint an officer of the College or a member of the administrative staff to serve as a liaison between the committee and the office of the President, and the President shall designate such a person to perform that service. Such liaison person shall assist the committee in carrying out its duties.

12.5 Except as otherwise provided in this article, all standing committees shall meet at least three (3) times annually.

12.6 EXECUTIVE COMMITTEE

12.6.1 The Executive Committee shall have a minimum of nine (9) members, all of whom shall be trustees. Three (3) members shall be members of the Norbertine Order. All committee chairs shall be members of the Executive Committee by virtue of the office. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The President shall be ex officio, a member of the Executive Committee without power to vote, and shall not be counted as a member of that committee for the purpose of determining a quorum. The initial membership of the Executive committee shall be divided into three (3) groups, which shall serve respectively for one (1), two (2), and three (3) year terms. Trustees elected thereafter shall serve for three (3) year terms. Committee chairs shall serve as long as the office is held. Other elected members shall serve three-year terms.

12.6.2 Between meetings of the Board of Trustees, the Executive Committee shall have general supervision of the administration and property of the College, except that, unless specifically empowered by the Board of Trustees to do so, it may not take any action inconsistent with a prior act of the Board of Trustees, approve the operating budget, award degrees, remove or appoint the President of the College, or any member of the Board of Trustees, or take any action which has been reserved for the Board to the exclusion of the Executive Committee.

12.6.3 The Executive Committee shall meet periodically as dictated by business matters of the College which require Committee approval.

12.6.4 A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business.

- 12.6.5 Minutes of the meetings of the Executive Committee shall be taken and shall be distributed promptly to each member of the Board following such Executive Committee meeting.

12.7 ACADEMIC COMMITTEE

The Academic Committee shall have a minimum of five (5) members. It shall, in cooperation with the President, study and appraise the quality of the academic program, recommend the establishment or the disestablishment of all transcriptable academic programs, measure the program relative to other comparable institutions in terms of teaching load, class size, student-faculty ratios, instructional expenditures, research and other relevant factors; formulate desirable short- and long-range enrollment goals; advise the financial committee on the specifications and requirements for financing the academic program; and make such reports and recommendations to the Board of Trustees relative to the foregoing as may be required. The committee shall also review matters affecting the Faculty of the College, including those affecting the academic program, including salary, pension, tenure, promotion, and other personnel policies. It shall also consider proposals on such matters and report and make recommendations thereon to the Board of Trustees as may be required. The academic vice president of the College shall be an ex officio member of the Academic Committee, without power to vote.

12.8 STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee shall have a minimum of five (5) members. It shall review matters affecting all aspects of student life of the College, other than those relating to the academic program, including residential policies, and counseling. It shall also consider proposals on such matters, and report and make recommendations thereon to the Board of Trustees as may be required. The Vice President of student life shall be an ex officio member of the Student Life Committee, without the power to vote.

12.9 FINANCE COMMITTEE

The Finance Committee shall have a minimum of five (5) members. It shall review annual operating and capital budgets prepared and presented under the direction of the President and make recommendations with respect to the Board of Trustees. It shall review major financial transactions not provided for in the budget and submit proposed variances with recommendations to the Board of Trustees or the acting committees. It shall also approve and review financial aid strategies, and review the administration of the College's financial aid resources. The Committee will review and analyze maintenance and operations policy, recommend improvements, review and recommend approval of plans and cost estimates for new facilities and make recommendations to the Board of Trustees. The Committee will annually appraise the financial control and accounting systems of the College and recommend any changes it deems appropriate. It shall recommend the designation of an independent auditor each year if it so chooses in addition to the auditor chosen by the corporate member, and shall cause to be prepared and submitted to the Board of Trustees at least once a year, an audited statement of the financial condition of the College as of the close of the fiscal year, and the receipts and expenditures for each year either from the audit of the independent auditor or of the corporate member's auditor. The Committee may request any designated independent auditor, or any officer or employee of the College to appear before it to report on the financial condition of the College and answer any questions the Committee might have. The Committee shall review the administration of the investments of the College. The Committee shall also review the investment policy guidelines and recommend revisions to the Board of Trustees as needed. The Committee shall review the recommendations of the administration to employ investment counsel or to retain an investment manager or managers who shall operate within the policy. The Committee shall regularly report its activities to the Board of Trustees. The Vice President of Business and Finance shall be an ex officio member of the Finance Committee, without power to vote.

12.10 ADVANCEMENT COMMITTEE

The Advancement Committee shall have a minimum of five (5) members. It shall review and recommend fund raising which is necessary to enable the College to carry out its purpose and shall oversee alumni and Parent Relations. It shall regularly report on its activities to the Board of Trustees. The Vice President of College Advancement shall be an ex officio member of the Advancement Committee, without the power to vote.

12.11 COMMITTEE ON ENROLLMENT MANAGEMENT AND COMMUNICATIONS

The Committee on Enrollment Management and Communications shall have a minimum of five (5) members. It shall oversee the areas of communications, marketing, admissions, financial aid, and retention. It shall regularly report on its activities to the Board of Trustees. The Vice President of Enrollment Management and Communications shall be an ex officio member of the Committee on Enrollment Management and Communications, without power to vote.

12.12 COMMITTEE ON TRUSTEES

The Committee on Trustees shall have a minimum of five (5) members. This standing committee is charged with maintaining an active candidate list and it shall present candidates to be recommended as trustees to the corporate Member and thereafter to be elected by the Board. The committee shall prepare annually a slate of officers, namely: Chair, Vice-Chair, Secretary and Treasurer and, as vacancies occur, a list of Executive Committee members to be elected by the Board. The Committee shall furnish information relating to the background and qualifications of all nominees for trusteeship at least two (2) weeks prior to the board meeting at which an election is scheduled to take place. Among its other functions are creating and carrying out a program of orientation for new trustees and a program of continuing education for all trustees concerning critical issues in higher education, and evaluating board members. The committee shall report to the Board of Trustees at all annual meetings and otherwise as circumstances dictate. The President will be an ex officio member of the Committee on Trustees, without the power to vote.

12.13 MISSION AND HERITAGE COMMITTEE

The Mission and Heritage Committee shall have a minimum of five (5) members. It shall oversee the areas of Office of Mission and Heritage; Campus Ministry Department; Peace and Justice Center; and the Program for Faith, Learning and Vocation. It shall monitor the implementation of the Mission and heritage Plan and other related activities of the College. It shall report regularly to the Board of Trustees. The Vice President for Mission and Heritage shall be an ex officio member of the Mission and Heritage Committee, without the power to vote.

12.14 RISK MANAGEMENT COMMITTEE

The Risk Management Committee will oversee the Information Technology Services area of the college, ensuring that technology is deployed strategically to enhance teaching, learning, and scholarship; improve service and productivity; and maintain reliability and security. In addition, the Committee is responsible for emergency preparedness, operational, regulatory, compliance, reputation, and insurance risk assessment. It will report regularly on its activities to the Board of Trustees. The Vice President of Business and Finance and the Chief Information Officer shall be ex officio members of the Committee without power to vote.

13 INDEMNIFICATION

Each trustee and officer of the College shall be indemnified against all expenses actually and necessarily incurred by such trustee or officer in connection with the defense of any action, suit, or proceeding in which

he or she has been made a party by reason of being or having been such trustee or officer, except in relation to matters as to which such trustee or officer shall be adjudicated in such action, suit or proceeding to be liable for gross negligence or willful misconduct in the performance of duty.

14 CONFLICTS OF INTEREST

A trustee shall be considered to have a conflict of interest if:

- Such trustee has existing or potential financial or other interest which impair or might reasonable appear to impair such member’s independent, unbiased judgment in the discharge of her or his responsibilities to the College, or
- Such trustee is aware that a member of his or her family (which for purposes of this paragraph shall be a spouse, parent, siblings, children and any other relative if the latter reside in the same household as the trustee), or any organization in which such trustee (or member of her or his family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interest. All trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time. No trustee shall vote on any matter under consideration at a Board or committee meeting in which such trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the trustee having a conflict of interest abstained from voting. Any trustee who is uncertain whether a conflict or interest may exist in any matter may request the Board or committee to resolve the questions by a majority vote.

15 DISCRIMINATION PROHIBITED

In administering its affairs, the College shall not discriminate against any person on the basis of race, creed, color, national or ethnic origin, sex, age or handicap.

16 FISCAL YEAR

The fiscal year of the Corporation shall begin on 1st day of June, and end of the 31st day of May in each calendar year.

17 REVIEW AND REVISION OF BY-LAWS

The Board of Trustees shall review these by-laws annually and shall recommend desirable changes to the corporate Member. The corporate Member wishes to have these by-laws kept current, and to have them provide an adequate and functional framework for the operation of St. Norbert College, Inc.

18 SEAL

The Board of Trustees shall provide a corporate seal upon which the name of the Corporation shall be embossed. The Secretary of the Corporation shall be in charge of the Seal and shall use the same by causing

the Seal to be impressed or affixed or in any other manner reproduced in these by-laws or as may from time to time be directed by the Board of Trustees.

19 AMENDMENTS

These by-laws may be altered, amended or repealed, and new by-laws may be adopted by action of the corporate Member.

This restatement of the By-Laws of St. Norbert College, Inc. incorporates the revisions approved by The Premonstratensian Fathers on or before March 18, 2013.

Last By-Law Review: Committee on Trustees – February 2013