HAWAI`I PACIFIC UNIVERSITY

Faculty Handbook

2004
12th Edition

January 7, 2004

To the HPU faculty,

We are pleased that you are a member of the faculty of our University in which we take great pride. We hope that you find your experience as a teacher here both challenging and rewarding.

This Handbook has been developed to acquaint you, as a faculty member, with the mission and statement of values and with the academic organization, policies, and other matters related to faculty status and instruction at Hawaii Pacific University. It is important that you read it carefully and keep it at hand as a reference tool.

Not all the information you need as a faculty member is included here. You should refer to the *2003 -- 2005 Hawaii Pacific University Catalog* for information about student policies and academic programs. Academic program information is also included in the *Hawaii Pacific University Programs of Study.* A summary of student academic policies is found in *Hawaii Pacific University Academic Advising Guide.* Both these publications are available for reference in academic division offices and copies may be obtained from the Academic Advising Center at 1164 Bishop Street. Only some of the University's employee policies are listed here. For a complete list, see the *Hawaii Pacific University Employee Handbook* which is available in the Department of Human Resources, offices of deans of colleges and school, and the office of the Vice President of Academic Administration.

This edition of the Handbook includes changes in faculty policies and administrative procedures made since the last edition. In order to keep our policies and procedures current, some of them may change from time to time. While the University will try to give advance notice of changes, additions, and deletions to the material in this Handbook, it may not always be possible to do so. Thus it is important to note that this Handbook is not a contract but rather an explanation of our current policies.

Aloha,

John R. Fleckles
Vice President of Academic Administration

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I. MISSION AND STATEMENT OF VALUES OF HAWAI`I PACIFIC UNIVERSITY

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Mission

Hawaiʻi Pacific University is an international learning community set in the rich cultural context of Hawaiʻi. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

Statement of Values

Cooperation, communication, and collegiality are the foundation of our community. We fulfill the responsibilities of our educational mission through mutual trust and respect, innovation and involvement, expertise and intellectual fellowship. To support this important process, we encourage ongoing dialogue and continual self-evaluation. Recognizing the sources of our current success, we strive together to harmonize academic quality and financial viability. We offer all members of our community the opportunity to excel, including resources and rewards commensurate with individual contributions and potential.

The members of our faculty are active and influential partners in the governance and growth of the institution. The faculty excel in teaching, a commitment they balance with scholarship, university service, and community service, all of which they consider to be interdependent and mutually beneficial responsibilities that contribute to student learning.

We are committed to serving our local and global communities, and we challenge our students to acquire the knowledge, skill, and experiences that will enable them to think critically, speak and write effectively, and understand the workings of an increasingly interconnected world. Our curriculum, which builds on our international diversity by combining American educational traditions with global perspectives, stresses rigorous intellectual engagement, relevant career education, and social responsibility. Graduates of Hawaiʻi Pacific University are responsible citizens and active, independent, life-long learners.

A Message from President Wright...

Prepared for the University faculty, these statements by President Wright provide an interpretation of the University's mission that he and the Board of Trustees share, as well as his interpretation of the role of the University faculty in carrying out that mission.

The President's Vision of the University

Founded in 1965 by a group of key Hawaii business and philanthropic leaders, Hawaii Pacific University is firmly committed to a solid liberal arts program undergirding our strong professional programs in business, computer science, nursing and travel industry management. With the dynamism which we associate with Hawaii and the Pacific, we are challenged to review our curriculum to keep pace with changing community needs.

Our liberal arts program provides many individual majors for students wishing to specialize in such fields as history, political science, marine science, and international studies. Just as important, however, are life-long learning skills -- logical analysis, written and oral communication, and mathematics -- which provide the basis for learning in all of our course concentrations. To that end, we require good writing and analytical skills in all of our classes no matter what the formal content may be. We are also committed to imparting at least a basic knowledge of world cultures, history, literature, mathematics, and science to all of our students.

Because of our central mission to prepare students for careers in the business and professional world, it is essential that students gain a thorough understanding of free economic systems and an appreciation for democratic values and institutions. With the recent and sudden changes in Europe and Asia, this part of our mission has never been more important.

In addition, the Trustees are committed to maintaining a comprehensive curriculum in the context of internationalism. Building on Hawaii's strategic location in the Pacific, we can offer outstanding students from Europe, Asia, Canada, Africa, Latin America, and the Pacific a rare opportunity to learn in a multicultural environment.

With the globalization of much of the world's economy, students who appreciate cultural, linguistic, and axiological differences and similarities will have a distinct competitive advantage. It is my goal, and the goal of the Trustees, that all of our teaching, extra-curricular, and advising tasks take advantage of our diversity. This coming year, students from over 100 countries will join mainland and Hawaii students on our downtown and Hawaii Loa campuses. Our challenge is to make internationalism an important part of our curriculum and the University's life.

Clearly, HPU's mission is sustained by the dedication of its faculty. Indeed, our mission is as strong as our faculty are capable of making it. To ensure that you are effective as agents of educational change, the administrative staff and I will assist you in every way we can. Excellence in teaching is the primary objective for each of you and it will be recognized, rewarded and supported. Students are motivated by demanding standards consistently and fairly applied in all courses. We must challenge our students and help them to meet the high standards we set.

Increasingly, as we mature as an educational institution, research and other forms of scholarship will also become important. Currently, our academic deans are reviewing ways in which professional development can be best defined for a university with our purpose and location. You will have an opportunity to help define the relevant kinds of professional development which best support the classroom. For example, the Trustees have established a scholarship fund and a separate faculty development fund which provides financial support on a peer-reviewed and competitive basis for faculty advancement. Many of our faculty are now, researching, writing, and presenting papers at conferences under these programs. I also urge faculty to take advantage of external sources of support for research and study. Several of you, for instance, have received grants from the National Endowment for the Humanities, the National Science Foundation, the Hawaii Community Foundation, and the Fulbright Program. I believe that much more can be done in this area.

Our faculty also advance the University's mission when they serve on university wide and Faculty Assembly committees. There are many opportunities for each of you to participate in shaping this growing University through collegial committee work. I also encourage you to be a resource for the external community. As time permits, volunteer for our community speakers bureau, serve on the boards of nonprofit organizations, volunteer to serve on advisory councils, and become known as an expert in your field who will share that expertise in appropriate ways with the community. In many ways, each of us can contribute to the intellectual quality of the community.

The Role of the Faculty in Our University's Mission

Hawaii Pacific University's mission statement should not remain merely words on a page in our University catalog if it is to maintain its vitality as a guide to our academic development. As an academic community, you need to discuss the vision and mission statement collegially to articulate their meaning in relation to your faculty role. Recent growth in student enrollment and academic program development makes this a timely and relevant task.

The faculty support our University mission by providing a holistic education, both practical and intellectual, with an emphasis on the development of learning skills in the context of a broad-based intercultural liberal arts education, as preparation for professional careers in a global community.

We proudly identify ourselves as a University that designs its curriculum and academic programs specifically to meet the educational needs of the student and community, rather than our needs alone as professional academics or some other needs as defined, for example, by a government. At Hawaii Pacific University this has meant, from our beginning, an emphasis on effective preparation for professional careers or graduate study within a liberal arts context with an emphasis on the acquisition of basic practical learning skills. The fundamental learning skills are critical thinking skills, computer literacy, communication skills, specifically writing and quantitative skills. These are the skills that we have identified as the most appropriate preparation for specific professional careers, entry into graduate programs for further professional education, and life-long learning.

I know that you are aware that faculty may expect to teach general education courses that enhance students' learning skills while also teaching in advanced and specific subject areas; and, that you may expect to combine teaching a number of such sections with healthy enrollments (around forty) with a few advanced courses each term which usually have lower enrollments (around twenty). But, as a faculty, you need to do more than teach those courses effectively in order to assist in the enhancement of our mission. First, I would ask you to understand a basic characteristic of the University: the relationship between class size and our mission. We believe that we meet student needs effectively in class sizes that are small enough so that the student has an opportunity to engage directly with the instructor in the learning process. Yet, classes need to be large enough so that the University can afford to rely upon, along with appropriate support services, an accomplished professional faculty (with a healthy balance of regular and adjunct faculty) who have either advanced degrees and/or appropriate professional experience. We do not intend to rely upon teaching assistants and massive lecture sections, the instructional model found in most American public universities. Second, it is not enough to simply teach the learning skills in introductory or general education courses. To be effective, students need to continue to develop learning skills,

particularly critical thinking and writing, in all levels of the undergraduate curriculum. And, you as faculty are requested to do your utmost as concerned teachers to ensure that this is done. We know that this is a challenge, given the number of cultures and languages in the typical classroom, but it is the University's vision that we can meet it. And finally, I invite you as faculty to assist with the assessment of the learning outcomes of our students. Our aim, in brief, is to obtain an ongoing and accurate assessment of the education effectiveness of our programs and, among other things, we will use that as a guide to the improvement of learning. We will also use it to accurately convey to students (current and potential) and community the effectiveness of our programs in meeting the educational needs of students.

Hawaii Pacific University is essentially a learning institution, and teaching and fostering student learning is the primary role of the faculty. A respect for, and involvement in, scholarship and intellectual inquiry are an essential part of our teaching ethos and mission. Faculty are expected to be scholars in the sense that they express scholarly attributes as professionals, seek to convey them effectively to students, and seek improvement in their own academic preparation as well as the quality of teaching in the classroom. Scholarship here means the expression of those attributes of learning that are essential to the acquisition of knowledge and should not be confused with any single expression of scholarship such as publication. Other more specialized scholarly activity, such as research, will become increasingly important as the University develops, and is already a significant criteria for the attainment of promotion to advanced rank.

The University is a learning community in which education also takes place outside the classroom. As faculty you are expected to participate in the academic life of the institution in the fullest sense, from involvement in faculty committees and task forces to University and student activities, clubs, and events.

Despite the global context in which we teach, we recognize that we are an American university. From its beginnings the University's curriculum has emphasized the student's understanding of some basic aspects of American civilization: an understanding of a market-centered economic system and democratic constitutional government as they have developed in the United States. These themes remain an important part of our mission but cannot be permitted to become stale. As faculty, in your responsibility for curriculum you need to periodically examine the appropriateness of the way in which these themes are presented to students and to harmonize them with the emerging theme of international understanding and a diverse academic community.

Our mission also includes providing an education that fosters international and intercultural understanding. This part of our mission is increasingly important as Hawaii Pacific University grows, becomes more culturally diverse, and the educational setting becomes more global. Our academic programs have always included an intercultural perspective, involving the appreciation and understanding of cultural diversity. We belong to a small but distinct group of American universities that are offering liberal arts programs with an international perspective. Our curriculum includes study of the culture and values of Asia and the Pacific and not merely an emphasis on the liberal arts traditions of the West. I ask you as faculty to continue to develop our distinctiveness in this area, seek creative ways to enhance the global perspective in the curriculum, and increase your own understanding of the global context in which we teach.

The balance that is emerging in the classroom itself between representatives of the East (Asia and Pacific) and West (America, Latin America and Europe) has added vitality to our University. The presence of students from a wide variety of cultures, speaking a variety of languages, is an educational asset. The faculty need to continue to seek ways in which the University can use the distinctive international makeup of the student population in that way. This may involve using international students as learning resources for increased cultural understanding or acquiring a more thorough understanding of the learning process in the intercultural classroom.

As we move toward the century turning point, Hawaii Pacific University should continue to develop its academic programs along foundations that have already been well established. There should be continuities, rather than abrupt shifts, in the way our University expresses its mission. As we grow, we should add new programs, develop some, and delete others, as we continue to express our institutional mission of responding to student and community (global as well as local) needs. And, such growth should take place in the context of the economic realities in which our University must operate. But the academic programs we now have and those to be added must continue to rest upon the basic features of our educational mission.

II. ACADEMIC ORGANIZATION

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Office of Academic Administration (OAA)

The OAA is the office of the University responsible for academic programs, curriculum, and faculty administration. The OAA consists of academic administrators who hold faculty rank concurrent with administrative appointment, faculty, and staff. Academic administrators and faculty develop and provide oversight for HPU's academic programs in a system of shared governance.

The OAA administrators and faculty are organized into seven colleges, one center, and one school, (hereafter referred to as colleges) which together administer the academic programs on the Downtown, Hawai'i Loa and in the Military Campus programs.

The term "School" is used for any division that is accredited by an external accrediting body; therefore the current Nursing Division became the School of Nursing while other divisions became Colleges. The English Foundations Program became the Center for English Language Programs as it administers three separate language programs: English Foundations Program (EFP), the Proficiency in English Program (PEP) and the Group English Program (GEP).

Each academic program is home-based in one of these academic units (hereafter called colleges), regardless of the campus on which its faculty teach or its courses are delivered. In addition, the delivery of any academic program in HPU's eight Military Campus programs located on military bases on Oahu, regardless of the college to which it belongs, is administered by the Director and Dean for Military Campus Programs.

The OAA is headed by the Vice President of Academic Administration, who reports to the President of the University. Each of the colleges is headed by a dean who manages the academic programs of the college with a team of associate deans, assistant deans, programs chairs, faculty council, faculty committees, and elected faculty officers. The deans also serve on the Deans' Council where university-wide academic matters are deliberated and may serve, at the designation of the Vice President of Academic Administration, as ex officio members of the committees of the Faculty Assembly.

Other administrators within the OAA who report to the Vice President of Academic Administration are the Associate Vice President of Academic Administration, Associate Vice President of Planning and Assessment, Assistant Dean of Academic Administration and General Education, and the Director of the Teaching and Learning Center (See chart 1).

Each faculty member, whether holding regular or adjunct status, is assigned to a college under the OAA and, according to his/her status, takes part in the governance of that college. The specific division to which a faculty is assigned is based upon his or her

major academic discipline (Chart 2) and the academic programs in which the discipline is located. Faculty who teach in several fields will have one college designated as their home base but may find that they take direction from more than one dean.

Recommendations on academic matters such as the approval of courses and curriculum, the planning of academic programs, the formulations of academic requirements for degrees and honors, and the selection and evaluation of faculty are made by the Vice President of Academic Administration to the President. These recommendations are based upon recommendations of the Deans' Council, the Faculty Council and/or the Faculty Assembly. The processes of faculty governance are described in the Faculty Assembly By-laws (see Section V).

Office of Academic Administration

Vice President of Academic Administration

Associate VP of Planning and Assessment

Assistant Dean, Academic Administration & General Education

Associate VP of AA and Dean, College of Liberal Arts

Dean, School of Nursng

Director, Teaching and Learning Center

Assistant Dean of the School of Nursing for Administration

Program Chairs
Faculty & Learning Resources
Clinical Facilities
MSN

Assistant Dean of the School of Nursing for Students

Associate Dean, International Programs

Dean, College of Professional Studies

Program Chairs
Information Systems
Organizational Change

Dean, College of Business Administration

Associate Dean, College of Business Administration

Director, Travel Industry Management

Program Chairs
CSCI/CIS
Finance /Accounting
Management
Marketing
Law/Economics/QM
WMBA

Dean, College of International Studies

Program Chairs
Modern Languages
POLSCI/IR
TESL

Dean, College of Communication

Deans' Council

Assistant Dean

Dean, Center for English Language Programs

Assistant Dean

Director, Tutoring & Testing Center

Academic Advisor

Coordinator, Language Institute

Academic Information Analyst

Academic Support Center

Program Chairs
History/Humanities/DMS
Mathematics
Psychology
Sociology/Social Work
English
University Scholars

Dean, Military Campus Programs

Associate Dean, Liberal Arts

Program Chair
Military Campus Prgm.

Dean, College of Natural Sciences

Associate University Librarian

Head of Periodical Services

Head of Circulation Services

Head of Reference Services

Head of Technical Services

Director, Marine Science

Director, Science Labs

Program Chairs
Life Sciences
Physical Sciences

Chart 2:

PLACEMENT OF ACADEMIC DISCIPLINES

College of Liberal Arts

Aerospace Studies (AFROTC)	Art
Art History	Education
English	History
Humanities	Literature
Mathematics	Military Science
Music	Philosophy
Physical Education	Psychology
Religious Studies	Social Work
Sociology	Theater
Writing	

College of Business Administration

Accounting	Computer Science
Economics	Finance
Human Resource Management	Justice Administration
Law	Management
Marketing	Quantitative Methods
Travel Industry Management	

College of Communication

Advertising	Communication
Journalism	Public Relations

Center for English Language Programs

English as a Second Language

College of International Studies

Anthropology	Applied Linguistics
Chinese	French
Geography	German
Hawaiian	International Relations
International Studies	Japanese
Political Science	Spanish
Teaching English as a Second Language	

College of Natural Sciences

Biology	Chemistry
Environmental Studies	Geology
Marine Science	Oceanography
Physics	

School of Nursing

Nursing

College of Professional Studies

Information Systems
Professional Studies-Global Management
Professional Studies-Management
Professional Studies-Human Resources
Professional Studies-Organizational Change

Vice President of Academic Administration

The Vice President of Academic Administration provides leadership for the OAA, serves as chairman of the Deans' Council, and is responsible for faculty and academic administrative matters at the Downtown Campus, Hawai'i Loa Campus, and Military Campus Programs, under the direction of the University President and in line with the University's mission. The Vice President of Academic Administration also coordinates the academic policy recommendations of the Faculty Assembly, its committees, and task forces with the work of the OAA. Significant student status decisions are made by the Vice President of Academic Administration, such as the placement of students on the Deans' List and on probation and suspension status.

Associate Vice President of Academic Administration

The Associate Vice-President for Academic Administration is responsible for the Academic Support Center which provides academic computer support for the faculty by maintaining the academic database which is used to update all of the degree programs and the University Catalog, website and publications. The Associate Vice President of Academic Administration is also responsible for interphasing with the BANNER administrative computer system and for updating academic information on the BANNER system. Institutional research and the reports used in program assessment, academic planning, and faculty/course evaluations are coordinated through this position. The preparation of reports for WASC, program review, and faculty/staff committees is prepared with the Academic Information Analyst. In the absence of the Vice President for Academic Administration, the Associate Vice President of Academic Administration directs the Faculty Support Center, which provides administrative support for the faculty.

Associate Vice President of Planning and Academic Assessment

The Associate Vice President of Planning and Assessment provides leadership to University strategic planning (Educational Effectiveness Planning), academic program review, and institutional research. The Associate Vice President leads the Educational Effectiveness Planning Committee and related groups responsible for conducting and reporting on HPU's strategic planning. The Associate Vice President also facilitates and provides oversight for academic program review, which includes consultation to groups and individuals engaged in assessments relating to educational effectiveness. The Associate Vice President works closely with the Vice President for Academic Administration to coordinate resources and promote exchange of information within the campus community. The Associate Vice President holds full faculty status and answers administratively to the Vice President for Academic Administration.

Assistant Dean for Academic Administration and General Education

The Assistant Dean for Academic Administration and General Education reports to the Vice President of Academic Administration (Academic VP). The Assistant Dean provides primary leadership to the General Education program, including supporting program review and assessment, guiding proposals for curriculum reform through the shared governance process, and directing projects that strengthen the curricular and co-curricular components of general education. The Assistant Dean provides leadership in the Academic Administration area by working closely with the Chair of the Faculty Assembly to facilitate communication in shared governance, by representing the Academic VP on Faculty Assembly standing committees, by serving as chair of the selection committee for the Trustees' Award for Teaching Excellence, and by assisting the Academic VP in the development and implementation of OAA initiatives.

Deans of Colleges

Deans of colleges (including schools, centers, and programs that report to the Vice President of Academic Administration) are responsible for providing leadership and for such matters of academic management as coordinating the design and development of academic degree programs and curriculum, the recruitment, assignment and development of faculty, and the maintenance of such programs' quality and standards. Deans work collaboratively with faculty in shared governance. Deans serve on the President's Council and on the Deans' Council, which meet regularly during the academic year, providing oversight and management for the University's academic programs. On matters of faculty reappointment and review, the deans work closely with the faculty promotion and review committees of their colleges on the evaluation of faculty for reappointment and promotion. Deans coordinate the process of peer evaluation of faculty. In the search for new regular and adjunct faculty, deans work closely with faculty and program chairs of the relevant academic disciplines.   Deans provide guidance, and mentoring, to faculty in the improvement of teaching and may cooperate with the Teaching and Learning Center in this effort. Specific duties carried out by the dean of a college include, but are not limited to:

Faculty workload management	Adjunct faculty hiring
Overload faculty contracts	Orientation of faculty
Peer evaluation of faculty	Student evaluation of teaching
Textbook ordering	Course scheduling
Coordination with academic advising	Curriculum and program review
Maintenance of model syllabi	Approval of petitions to graduate
General student petitions	Transcript evaluation
Approval of Degree conferral	

Assistant/Associate Deans

Assistant and associate deans help deans of colleges with the leadership and management of academic, curricular, and faculty matters in that academic unit. Assistant and Associate Deans have broader duties than program chairs, assist with the management of numerous academic disciplines, and have a more limited teaching load than program chairs.

Academic Program Chairs

Academic Program Chairs are full-time faculty members who assist deans of colleges with the management of academic, curricular and faculty matters. In 2002/2003, there are twenty-one (21) program chairs. There is usually at least one program chair assigned for each major academic discipline although in a few cases various disciplines are combined. The specific duties of the program chairs or areas in which they assist the deans are as follows:

Hiring of adjunct faculty	Peer evaluations
Course scheduling	Course assignment
Curriculum development and review	Textbook orders

The Deans' Council

The mission of the Deans' Council is to collaborate with the Office of Academic Administration, to maintain a professional environment in which ideas can be translated into action, and to share in the academic governance of the University.

The deans of the colleges, the Dean of the Military Campus Programs, and the Faculty Assembly Chair (or a designated representative) are organized into a Deans' Council which is chaired by the Vice President of Academic Administration. The Deans' Council meets regularly throughout the academic year to oversee the administration and planning of academic, curricular, and faculty matters. The Deans' Council works collaboratively with the Faculty Council and university wide departments and committees. The Deans' Council is responsible for the preparation and delivery of the following:

Academic calendar	Revision of University catalog
Course schedules	Planning need for new faculty
Student evaluation of teaching	Planning resource development
Classrooms and offices	Faculty support services
Faculty workloads	Faculty hiring plan
Faculty development	General education course coordination

Academic policy proposals

The Teaching and Learning Center (TLC)

The TLC's mission is to support faculty members in their efforts to provide a student-centered learning environment by providing:

- workshops, seminars, orientation sessions,
- scholarly publications and technology resources
- a meeting place for informal faculty discussions.

By appointment, the director of the Teaching and Learning Center will meet with you to assist you with your instructional needs. For instance, the TLC can provide assistance with the following:

- Learning Strategies Assessment
- Syllabus Construction
- Teaching Portfolios
- Teaching Strategies

The TLC uses formal classroom assessment as a tool to assess student-centered learning. Upon invitation, the TLC director will visit classes to facilitate a discussion with students about the current teaching and learning strategies. Students are asked what learning strategies work for them and what learning strategies they wish were in place. The responses are counted by a show of hands and recorded as percentages. All of the student responses are shared privately with the faculty member. The results help the faculty members evaluate the learning environment. Classroom assessment between the director and the faculty member is confidential and is not subject to review by deans. It is understood that faculty members participating in classroom assessments partake of these services willingly and voluntarily. It is recommended that this assessment take place mid-semester.

The TLC serves as a resource center with a reference library, which is a collection of journals, newsletters, articles, books, and videos about student-centered learning, teaching strategies, and service learning. In addition, the TLC maintains Four Dell Pentium IV computers equipped with 3-1/2", CD, and zip drives. In addition to Microsoft XP and Microsoft Office XP software, these computers are also equipped with an H/P DeskJet 1600 CM Color Printer, an H/P LaserJet 5 Printer for documents and transparencies, and an HP Scanjet 4400c flatbed scanner. High speed internet access is available for all computers.

The TLC provides a meeting place for collegial, faculty discussions in a quiet, convenient location. The hours are 8:00 - 5:00 p.m. Monday - Friday.

III.   FACULTY STATUS (11TH EDITION)

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III. *DEFINITIONS AND REVIEW PROCESSES FOR FACULTY*

A. Definition of Faculty Status

The faculty at Hawai'i Pacific University includes all professionals engaged in instruction and others who, because of the particular nature of the support they provide to the University's curriculum and instruction, are, by contract, designated "faculty". Faculty are classified into two basic categories: regular and adjunct.

1. **Regular Faculty** include all those teaching on a regular basis under career, tenured, or visiting appointments, regardless of rank. Regular faculty may be employed on a full-time or part-time basis.

   a. **Career faculty** include those regular faculty members designated "career" by virtue of contract and "track." These are individuals whom the University employs after a period of evaluation and review via multi-year contracts. Career faculty serve in the ranks of instructor, assistant professor, associate professor, and professor. They must have qualifications appropriate for these ranks. When faculty have been hired to fill an Assistant Professor career appointment under the condition that they complete their doctorate or equivalent terminal degree, they will receive one-year contract until they submit evidence of completion of their terminal degree. The terminal degree in most academic fields of expertise is a doctoral degree from an accredited university. HPU adheres to national standards in each discipline. The school or college-level committee is responsible for determining the national standard for each discipline it reviews.

   b. **Career-track:** This status will be applied to those who are engaged in active plans for accomplishment of the terminal degree and/or service to the academic programs of HPU. Career-track contracts will be normally offered on a one-year basis, with the presumption of renewal with the presentation of a report on progress toward the terminal degree and/or a continued adequate level of service.

   c. **Non-career track:** This will consist of visiting status and affiliate status:

      (1) **Visiting faculty are** faculty who are employed on a short-term basis by Hawai'i Pacific University

although they may hold positions at other institutions of higher education. They are construed as other institutions' "career faculty" and may be issued contracts by the University calling for appropriate professional rank, compensation, and benefits. Visiting status will be applied to full-time faculty who are hired on a annual or semester basis to meet the needs of the University with the understanding that the University has made no commitment to on-going full-time employment. Visiting faculty are not required to participate in faculty governance.

(2) **Affiliate faculty** are employed part-time or full-time for a term, a semester, or an entire academic year at an appropriate professorial rank, with appropriate and agreed upon benefits. The Affiliate title may be applied to full-time and part-time faculty who concurrently hold full-time positions in another institution, enterprise, or government office. This title is for someone who is esteemed at professorial rank to give the affiliate faculty a distinction from an adjunct; also affiliate faculty may be full-time and may have employment benefits. Affiliate faculty are not required to participate in faculty governance.

d. **Tenured faculty** are those faculty who earned tenure at Hawai'i Loa College under the terms of the Hawai'i Loa College faculty handbook, 4th edition, II.B.1 b (1), and who have elected to retain that tenure status at the University after Hawai'i Loa merged into the University in 1992. Therefore, tenure status exists at Hawai'i Pacific University only for those faculty who had earned it at Hawai'i Loa College before the merger, is retained only for those faculty as a part of the merger obligation, and is not available to other faculty. Tenured faculty hold the rank of assistant, associate, or professor. They are subject to periodic academic review at least once every five years.

2. **Adjunct faculty** consist of individuals either drawn from the community, or from other institutions or organizations in the private, not-for-profit or government sectors, or from professions, who meet at least the minimum requirements for teaching in their respective fields of instruction. The University hires adjunct faculty in keeping with its mission to employ expert practitioners in various fields of study to

maintain a high level of instructional quality. The use of qualified adjunct faculty also supplies the flexibility necessary to cope with fluctuations in enrollments and in the availability of regular faculty to teach their full loads in light of course releases for research or university service.

Adjunct faculty are those faculty engaged to teach fewer than 24 credits annually on a part-time, course-by-course basis. Adjunct faculty generally teach one or two courses per semester or term. In order for an adjunct faculty member to be permitted to teach more than nine (9) semester hours in a given semester or term, he or she must receive approval from the Vice President of Academic Administration or Vice President and Dean for Satellite Programs and by the President of the University. Adjunct faculty do not hold rank.

B. Definition of Faculty Ranks

1. Regular faculty are classified at initial appointment or as a result of a successful evaluation and recommendation for promotion into the academic ranks of instructor, assistant professor, associate professor, or professor in accord with their educational background and experience.
   a. HPU and the Western Association of Schools and Colleges (WASC) accept only degrees granted by institutions that are accredited by one of the six regional accrediting agencies in the United States or from another country by the Ministry of Education in that country.
   b. The terminal degree in most academic fields of expertise is a doctoral degree from an accredited university. HPU adheres to national standards in each discipline. The school or college-level committee is responsible for determining the national standard for each discipline it reviews.
   c. The years-of-service requirement is based upon calendar years and not credits carried.
   d. Promotion in rank is based on completed rather than projected activities and accomplishments in the areas of teaching, scholarly activities, and service.

2. **Instructor rank** is granted to those regular faculty with at least the training or experience equivalent to that represented by a master's degree in the field of instruction from an accredited college or university of recognized standing.

3. **Assistant professor rank** is granted only to those regular faculty who have the training and experience equivalent to that represented by a doctorate from an accredited college or university of recognized standing. If the terminal degree in a given discipline is not the doctorate, equivalence to the doctorate may be met through work comparable in duration and academic scope to that necessary to attain a doctoral degree. Such work might include additional training, experience, and/or scholarship. The faculty member should also give evidence of, and show promise for, professional growth in teaching, scholarly activities, service to the University, and community service. Evidence of growth in scholarly activity may be shown by a successfully defended doctoral dissertation or favorable reviews of a scholarly equivalent; promise may be shown by a public presentation of such work.

4. **Associate professor rank** is granted only to those regular faculty who have the training and experience equivalent to that represented by a doctoral degree or appropriate terminal degree from an accredited college or university of recognized standing. Equivalency must be clearly established on the basis of the highest criteria. The faculty member must have had at least four years of full-time experience teaching at the rank of assistant and should have clearly manifested professional growth and leadership in teaching, scholarly activities, service to the University, and community service. For example, career faculty who are appointed at, or are promoted to the rank of Associate Professor have conference presentations, one or more publications in peer-reviewed journals, or other forms of tangible accomplishment and recognition outside the University.

5. **Professor rank** is granted only to those regular faculty who have the training or experience equivalent to that represented by a doctoral degree or appropriate terminal degree from an accredited college or university of recognized standing. Equivalency must be clearly established on the basis of the highest criteria. The faculty member must also have had at least five years in the rank of associate professor and a minimum of ten years of full-time college or university teaching experience. In addition, promotion to full professor requires significant achievement beyond what would be expected for continued contract renewal at the associate professor level. An associate professor cannot expect to be automatically promoted to professor. Promotion requires cumulative professional development and significant achievements in one's profession. The contributions and achievements of a candidate of this rank, in the areas of teaching, scholarly activity, university service,

and community service must be appreciable and distinguished. He or she should have achieved an established reputation as an outstanding educator, exhibiting both a substantial command of an entire field or discipline, and a well-marked and significant scholarly view of his or her own. In the area of scholarship, evidence of a research stream would usually be expected; for example, career faculty who are appointed at, or are promoted to, Professor have several publications in peer-reviewed, national or international journals, a book, or other demonstrated scholarly accomplishments. Candidates may also offer other evidence of recognition outside the university, such as being solicited to contribute a paper for a panel at a conference or to contribute a performance or other creative product on the basis of one's work and reputation.

C. Definition of Faculty Responsibilities

Whether or not the faculty member teaches during the summer terms, the period of obligation to all University policies and procedures remains the full academic year, fall term through the end of the last summer term.

Career and tenured faculty are expected to cultivate a course of professional growth as teachers and scholars while volunteering service to the university and to the community. They are "on call", when on Oahu, for participation in curriculum and committee work during vacation and summer periods.

1. **Teaching** is the primary function of the regular faculty at the University.

   a. **Teaching load and location.** The teaching load for full-time regular faculty is twenty-four (24) semester credits of classes for the academic year, normally four (4) three-semester hour courses during the fall and spring semesters respectively. Regular faculty may be required to teach up to two courses per academic year at a satellite campus, but no more than one per semester. If any of a regular faculty member's scheduled courses are cancelled as a result of insufficient enrollment or schedule change, the faculty member may elect to accept a proportionate adjustment in salary, or may elect to satisfy the contracted teaching obligation by teaching a substitute course later in the same academic year, if such a course is available.

b. Adjustments to Teaching Load

(1) Faculty members who wish to have more time during fall and spring semesters for faculty development, research, or service activities may request to shift some of their courses to the summer term. Such requests must be made in writing and submitted to the Dean of the appropriate school or college for approval pending the university's scheduling needs.

(2) Career and tenured faculty pursuing scholarly projects may apply to the Trustees' Scholarly Endeavors Program for course releases. The process is competitive. Complete rules and procedures are included in the appendix.

(3) The University also compensates certain activities with a choice of overload pay or course release time; examples are academic coordination activities, serving as an officer of the Faculty Assembly, and serving as a program review chair during the active phase of program review.

(4) A person teaching overloads who is thereby unable to find the time to engage in scholarship or take on significant service roles is taking a career path that is not likely to lead to promotion in rank.

c. Consultation. Instructional responsibilities during the academic year include consultation. Each faculty member must schedule at least one consultation hour per week for each three-credit course during the term the specific course is in session. Consultation hours may be scheduled as office hours or as on-line consultation sessions.

d. Skills. The faculty member should demonstrate command of the depth and breadth of material in the discipline. This element is commonly considered to include the faculty member's knowledge of his or her field and awareness of developments in that field. Skills competency includes the mode of delivery. Does the faculty member present the material in an invigorating manner; demonstrate skill in arousing interest and evoking responses on the part of students; stimulate students to think critically and appreciate the interrelationship of fields of knowledge to human problems; apply knowledge and skill to

awaken students to the social, political, economic, and ethical implications of their study; exhibit dedication and commitment to classroom instruction and make diligent efforts to develop effective teaching techniques and curriculum? The faculty member is expected to exemplify learning as a vibrant activity in which students are provided the opportunity to be exposed to and challenged by not only the fundamentals, but also by materials that are current to the discipline and leave the student well prepared to deal with the contemporary world.

    e. Student Evaluations of Faculty. Students at the end of each course evaluate all faculty members during the last two weeks of the term. Faculty are urged to follow the procedural instructions for administering this evaluation attached to the packet of forms each instructor will receive. The dean of each academic school or college supervises the evaluation process. Each term faculty receive summaries of these student evaluations and may visit with their dean to review them.

    f. Peer Evaluations of Faculty. Faculty members may receive annual peer evaluations that are coordinated through their particular program area or school or college. The peer review process is primarily for faculty development and mentoring. The Program chair develops the plan for implementation. Establishing policies for the evaluation of career, career track, and tenured faculty is the responsibility of each academic school or college and policies may vary among school or colleges or among programs within a school or college. Whatever the individual policies, **all regular faculty have the right to request an evaluation by a peer during any year that they are applying for reappointment or promotion.** Each individual may choose to include this material for consideration in reappointment or promotion decisions. All adjunct instructors are evaluated sometime during the academic year by regular faculty within the specific discipline.

2. Scholarly Activities. Faculty members with regular faculty status are expected to engage in scholarly professional development and activity in accordance with their rank and contract. Scholarship and professional activity consist of documented, quality intellectual inquiry or creative application. This element is composed, in part, of those activities that are likely to enhance significantly the faculty member's performance as a teacher and a practitioner in his or her discipline.

a. Scholarship. Scholarship may take a variety of forms: (1) discovery, (2) integration, (3) application, and/or (4) teaching. It must demonstrate the following six attributes: clear goals, adequate preparation, use of appropriate methods, significant results, effective presentation, and reflective critique by self and relevant others. Examples of recognized scholarship include creative production in such media as painting or theater (original work, creative performances), publication in recognized media, selection as a speaker or panel member at a learned conference or workshop, serving as editor, reviewer or referee for a journal, research within the discipline or on an educational method or curriculum, work as a practitioner in a field relevant to the faculty member's teaching and profession (including paid consultancy and elected or appointed office), scholarship related to continuous improvement in the classroom, e.g., doctoral study; curriculum development, developing a new curriculum or degree, lectures (faculty forum, speaker's bureau), internal monographs, and other professional activities.

b. Professional development. Examples might include attendance at a conference in one's field, taking a course, working toward a terminal degree, or studying new teaching practices.

HPU provides resources through two major support mechanisms.

(1) The Trustees' Scholarly Endeavors Program. This program supports research and scholarship by Hawaiʻi Pacific University's career and tenured faculty. Single and multi-year support is provided for approved projects. Preference is given to those projects that have a clearly defined research agenda, show a valid understanding of the project in the literature and its impact, and which have the highest probability of publication. The faculty member with external research grants may combine awards made under the Program. Complete rules and procedures are included in the appendix.

(2) The Faculty Development Grant Program. This program is open to all full-time faculty. Faculty members may submit applications to support up to three faculty-development related endeavors per year.

> Complete rules and procedures are included in the appendix.

3. **University Service.** Faculty members are expected to engage in service to their curriculum area, their school or college, and the University in ways that extend and enrich the University's academic programs and its governance.

    a. All faculty are expected to attend the orientation programs, Faculty Assembly Meetings, and to participate in academic duties.

    b. Regular faculty members are expected to participate in academic governance of their curriculum area. All faculty members with regular faculty status have responsibilities in committee participation; course, program and curriculum area coordination; curricular development and textbook selection; instructional workshops and other activities within their own curricular areas; policy and program review; or other learning assessment activities. All regular faculty have the responsibility to assist in the peer evaluation process when called on to visit a colleague's classroom and write a peer evaluation report.

    c. Regular faculty should be willing to serve as representatives on school or college-level and university level committees of the Faculty Assembly, as well as on other task forces and committees that assist the Chair of the Faculty Assembly and/or the deans in the formation of academic policies and related matters.

    d. Faculty attendance at or assistance with co-curricular activities provides service to the university. Such activities include organization of, participation in, or presentation of faculty forums or workshops; advising and sponsorship of clubs and societies; participation in, organization of, providing guidance and assistance to extra-curricular or co-curricular University events such as banquets, the literary magazine, the athletic program, intercultural events, theatrical productions, guest speaker forums, or graduation ceremonies.

    e. Additional examples of service to the University include specific accomplishments as a voluntary or elected member of a Faculty Assembly or school or college-level committee, leadership at

any level, coordination of a course, program or discipline, mentoring other faculty, program review activities, coordinating training or other events for the faculty or the university as a whole, and recruitment activities.

4. **Community Service** involves volunteer assistance to agency or organization, particularly as that assistance derives from one's professional knowledge and expertise.

   a. Community service reflects positively upon the university, embodying its mission within the community, advertising the university within each organization, and recruiting future students to the university (e.g., the HPU Speakers Bureau). A general type of community service (i.e. not directly connected to the faculty member's teaching or scholarship) carries more significant weight in the deliberations of the Review Committees the more it connects directly to University service (ex: chairing the University's United Way Drive).

   b. Pro bono (unpaid professional) services by nature are altruistic and humanitarian. Pro bono volunteers provide services that an organization or individual would be unable to receive otherwise. Service may be local, state, regional, national, or international in nature. Pro bono service may be linked with teaching (ex. incorporating service learning into one's courses) or scholarship (ex. providing community service in the course of conducting research).

   c. University-community partnerships structure long-lasting systems of benefit to the community and the campus. Their importance increases as they enhance the classroom experience of HPU students.

D. Reappointment and Promotion Reviews

Faculty do not need to apply for reappointment during their first contract year at HPU. <u>All others need to apply for reappointment during the last year of their contracts.</u>

1. **Evaluation Criteria and their Relative Weights**

   a. Expectations for both service and scholarly activity increase between the instructor and assistant level and between the

assistant and associate level. A person wanting to become an assistant professor should already be getting as involved in university service and scholarship as the committee would expect a new assistant professor looking for renewal of a first contract to be. A person being promoted to associate professor should be showing the level of involvement and scholarship the committee would expect to see from an associate professor seeking renewal. Full professors and those seeking that status should continue a high level of involvement in service and scholarship and should also take on a leadership role in their department, school or college, or the university. The faculty member should review the minimum qualifications for each rank (degree and years of service) to be sure that he or she meets them before applying for promotion.

b.   Paramount consideration in the evaluation process is given to the instructional capabilities and performance of the faculty member since that is his or her primary role at the University.

c.   Concurrently, a faculty member is expected to be well-rounded at any career or tenured level. Not only is the faculty member expected to perform competently in the classroom, but also there must be some form of scholarly activity, service to the university beyond contractual attendance at faculty meetings and events, and community service as broadly defined above. These elements assume greater importance at the ranks of associate professor and professor.

d.   The faculty member's overall, cumulative record, with emphasis on the last five years before request for promotion, is used for promotion review. Given the demanding teaching load at Hawai'i Pacific University, different roles may have been emphasized at different points in one's career. If there is a weakness in service at a certain point in the career because of concentration on research, there should be a reasonable result to justify the time spent on research, and evidence of service before the project and a return to service after its completion. If there is an absence of scholarship for a period of time due to a heavy service role, it is understood that there should be evidence of scholarship worthy of the requested rank at some point within the five years prior to requesting promotion and that there should be plans for future projects if nothing current is underway. In university-level review, members of the Faculty

Assembly's Faculty Promotion and Review Committee have generally used a "3-of-4 rule." If a faculty member was found to be excellent in teaching, scholarly activity, and either university or community service, the committee usually recommended that person for promotion. In exceptional cases, outstanding performance in one area can compensate for merely adequate performance in another.

2. Procedural Stages

a. The school or college level review is done first. Applications are reviewed concurrently by the review committee of the academic school or college in which the career faculty member teaches and by the dean or school or college head of the area in which the faculty member teaches. Each school or college committee decides on its procedure for taking into consideration the recommendations of the dean or school or college head. The school or college-level committee ensures due process in its review by requiring the applicant to have included in their portfolio all the items asked for below. This committee may request additional documentation as needed before evaluating the candidate's qualifications, or when omissions are extensive, they may decline to review the application.

b. The school or college review committee forwards its recommendations to the President for review via channels (i.e., the University level committee and the Academic Vice President).

c. Upon mid-December completion of reappointment reviews, and upon mid-March completion of promotion reviews, the school or college committees forward letters to each person reviewed; these letters include comprehensive statements on the relevant strengths and suggestions for improvement relating to each individual's work and the majority and minority rationale behind the reappointment or promotion decision. At this time, individuals may submit an addendum to their review materials, which is forwarded to the Faculty Promotion and Review Committee.

d. The Bylaws of the Faculty Assembly require the university-level committee (the Faculty Promotion and Review Committee) to ensure equity in the review process using the same criteria for

similar evaluations across all school or colleges of the university and across all individuals within a school or college. At the same time, the FPRC takes into account special emphases of any one school or college. This committee may request additional documentation as needed before completing their review. The Faculty Promotion and Review Committee forwards its recommendations to the President for consideration via the Vice President of Academic Administration.

e.   Neither the Faculty Assembly Promotion and Review Committee nor the Academic Vice President and Dean will announce their decisions to petitioners or Deans until the President has made, and announces, his reappointment decisions in March and his promotion decisions in May. A detailed description of the process is given in the Faculty Assembly Bylaws.

3. **Process of Applying for Reappointment for Contract Renewal**

a.   **Career Faculty Reappointment.** The performance of all career faculty members is reviewed and evaluated for reappointment before the end of their contracts. Reappointments are usually made in a sequence of one, one, three and five years.

4. **Application Requirements** Requests for reappointment are due in the Faculty Assembly Office by 5:00 p.m. on Nov. 1. All applications for reappointment should be organized in a notebook or a portfolio and should include:

(**1**) a narrative self-review evaluating one's own pedagogical, scholarly and service accomplishments during the current contract period one's goals for the next contractual period.

(**2**) a copy of any special-clause contracts with HPU.

(**3**) a current and complete copy of the faculty member's curriculum vitae.

(**4**) a list of all supporting materials grouped under appropriate headings.

(a) Teaching documents (must include syllabi).

(b) Tangible products of scholarship, professional development, university service, and community service (must be included).

Materials will be returned to applicants. After the candidate receives the President's decision, he or she may retrieve personal materials in the Office of the Faculty Assembly.

5. **Process of Applying for Promotion in Rank**

   a.   This section refers only to promotion in academic rank and not to any application for career faculty status or a change in salary step.

   b.   Application Requirements
   All applications for promotion are due in the Faculty Assembly Office by 5:00 p.m. on Feb. 1. Each application for promotion should be organized in a notebook or a portfolio and should include:

   (1) prefatory letter requesting promotion.
   (Note: Promotion is limited to one rank. ie. one can not be promoted from Assistant Professor to Full Professor in one promotion)

   (2) reflective narrative self-review evaluating the extent of one's own cumulative professional development and contributions under each qualification for promotion.

   (3) a copy of any special-clause contracts with HPU.

   (4) a current and complete copy of the faculty member's curriculum vitae.

   (5) a list of all supporting materials grouped under appropriate headings.

   (a) Teaching documents (must include syllabi).

   (b) Documentation of or tangible products of scholarship, professional development, university service, and community service (must be included).

Materials will be returned to applicants. After the candidate receives the President's decision, he or she may retrieve personal materials in the Office of the Faculty Assembly.

c. When a faculty member applies for reappointment and promotion in the same year, he or she should duplicate the appropriate reappointment materials before submitting them in the Fall and then simply resubmit them by February 1 with the addition of the letter requesting promotion and the reflective narrative.

6. Supporting Narrative and Documents

a. General Points

(1) Narrative self-evaluation. The candidate should evaluate whether or not she or he is meeting university standards and personal goals in each area of review. Immediate and future plans in each area are also relevant.

(2) All curricula vitae must be current. The Teaching and Learning Center has examples of form and content appropriate for a professional curriculum vita.

(3) Supporting documents should emphasize tangible products. Committee members want to see several examples of your best original works. When possible, replace bulky items (e.g., manuscripts over 50 pages in length) with items from print media that refer to these works (e.g., book reviews in newspapers or professional journals). Also include professional invitations; program pages; professional certificates; or professional awards.   Subjective or intangible results may be effectively included as unsolicited and/or solicited letters, comments, or thank you notes from students, colleagues, deans, or individuals from your professional community.

b. Teaching

(1) In your narrative, address trends in your peer and student evaluations as well as how evaluation was used to improve teaching-learning practices and outcomes,

thereby increasing educational effectiveness. Discuss your use of electronic forms of presentation (PowerPoint, CD-ROM programs, web-enhanced or e-courses, chat rooms) if they are important to your field or teaching style.

(2) **Supporting Documents**: Course syllabi must be included for all courses taught in the past year (January through December) as part of the core application. Applicants need not include a separate copy for each section of a course taught in a single semester if the syllabus is essentially the same, but syllabi for sections taught in different semesters should be included so the committee can see how the teacher's approach to a course changes over time. Examples of other supporting documents that may be included are additional syllabi (particularly of new courses the faculty member has developed and of upper division courses); print versions of PowerPoint presentations; descriptions and/or copies of assignments, lesson plans, handouts or responses to student work; URL's of course web sites; results from TLC assessments; peer evaluations; student evaluations; unsolicited and/or solicited letters or comments from students, colleagues, or deans about teaching effectiveness or mentoring; external assessment of educational effectiveness.

c. **Supporting documents for Scholarly Activity** should include tangible products such as transcripts, letters from deans or committee chairpersons, copies of published papers, prizes, citation by other scholars in the field, favorable reviews of published books, letters confirming acceptance of papers for future publication or presentation, program listing plus a copy of the paper, speaker's notes, or handouts; photographs of poster sessions; conference registration papers; reviews written by others concerning relevant scholarly activities; copies of letters announcing faculty development or trustees scholarly endeavors awards and documented results from university-funded activities. Bulky items are discouraged, however.

d. **Supporting Documents regarding Service to the University** may include **acknowledgments** of the faculty member's contributions by administrators or other faculty members,

minutes from meetings that make clear the extent of the faculty member's contributions, or documents produced as part of the faculty member's service work. Again bulky items are discouraged.

e.   **Documents in support of Service to the Community** may include letters from directors of agencies or organizations acknowledging the faculty member's contributions; documents produced pro bono as part of the faculty member's community service; or other items as available.

IV. INSTRUCTIONAL POLICIES FOR FACULTY

IV. INSTRUCTIONAL POLICIES FOR FACULTY

Academic Advising and Personal Counseling

Hawai`i Pacific University has a professional staff of academic advisors who are available throughout the year to assist students with academic advising and counseling. They are located in the Academic Advising Center at 1164 Bishop Street and at the windward Hawai'i Loa Campus.

Academic Advisors are knowledgeable about the University's academic programs and requirements and offer ongoing services to all students that include: planning academic schedules, assisting students with course registration and changes, monitoring student progress and advising students on how to complete their degrees in a timely manner, evaluating transfer credits from other accredited institutions of higher learning; providing orientation to higher education, determining course requirements for each students' program of study; and completing general petitions. Academic advisors seek information from faculty members and academic program chairs about the various disciplines, prerequisites, and sequencing of courses. Faculty may refer students to academic advisors so that the advisors can provide accurate information to students about such matters as degree programs, requirements, and prerequisites.

The academic advisors also provide personal counseling services to help students successfully develop and attain their personal, academic, and career goals. Advisors are able to help students in the areas of communication, interpersonal conflicts, stress, and time management, study skills, and test anxiety. Students who need personal counseling may also be referred to the Academic Advising Center. More specialized counseling services are referred to community agencies.

The staff of the Center for English Language Programs (CELP) also provides academic advising for CELP students.

Academic Affairs Conduct Review Board

This board has jurisdiction over all academic-related violations of the Code of Student Conduct (see below). The appropriate dean, as appointed by the Vice President of Academic Administration, is the Presiding Officer. The Board is comprised of the Director of Scholarships or the Dean or Assistant Dean of Advising or their designate, two faculty members, and one elected member of ASHPU or GSO. Appeals are heard by the Student Conduct Council. Procedures

for Academic Dishonesty complaints are defined on pages 40-41 of the Hawai'i Pacific University Academic Catalog 2001-2003.

Academic Dishonesty Policy

Faculty should report all instances of academic dishonesty to the Vice President of Academic Administration by filling out the Academic Dishonesty Report form available from the OAA.

The policy of Hawai'i Pacific University is clear regarding academic dishonesty. Any student who cheats on an academic exercise, lends assistance to others, or who hands in, as a completed assignment, work that is not his or her own will be penalized. The ultimate penalty is suspension from the University.

The term "academic exercise" includes all forms of work submitted for points, grades, or credit.

I. Forms of Academic Dishonesty

The definition and classification of academic dishonesty include:

Cheating

1. The intentional use of or attempted use of unauthorized assistance, materials, information, and/or study aids in any academic exercise.

2. The act of collaborating and working together on any academic exercise (without approval of the instructor) which is similar in appearance, content, and form so as to create doubt as to whether the work was truly the product of the individualized effort.

3. Examples of cheating include but are not limited to:
   a. giving or receiving unauthorized assistance during examinations;
   b. submitting assignments that appear to be similar in appearance, content, and form to an assignment submitted by another person.

Plagiarism

1. The deliberate use or reproduction of ideas, words, or statements of another as one's own without proper acknowledgement or citation.

2. Examples of plagiarism include but are not limited to:
   a. using verbatim or paraphrased text without proper citation;

b. paraphrasing as to mislead the reader regarding the source;
c. submitting, without permission, the same written or oral material in more than one course;
d. obtaining research or lab data from another individual or source but presenting as one's own.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another in committing an act or acts of academic dishonesty as defined in this policy.

Fabrication

1. The intentional and unauthorized falsifying or inventing of any information or citation in an academic exercise or University document.

2. Examples of fabrication include but are not limited to:
a. falsifying data or signatures on an official University document (e.g., registration form, college record, or transcript);
b. misrepresenting a fact in order to obtain a course exemption, waiver, or withdrawal.

II. Procedures for Dishonesty Cases

Suspected cases of academic dishonesty may be dealt with by the instructor or instructors concerned, in each of the following ways or combination of these:

1. Grade re-determination.
2. Remanding the case to the Vice President of Academic Administration.
3. Additional assignments.

In each such instance, the instructor shall send a report of the incident (Academic Dishonesty Report Form) and the penalty imposed to the Vice President of Academic Administration.

Instructors may elect to assess one of the following penalties:
1. Require the student to redo the academic exercise or do a new academic exercise.
2. Give the student an F for the academic exercise and permit it to be redone.
3. Give the student an F for the course.
4. Students issued an F for academic dishonesty should be reported to the Vice President of Academic Administration with an explanation of

circumstances, using the Academic Dishonesty form, available from the OAA.

5. Remand the case to the appropriate dean for disposition. That dean may impose one of the foregoing penalties or remand the case to the Vice President of Academic Administration.

6. If the case is remanded to the Vice President of Academic Administration for disposition, he may impose one of the foregoing penalties or remand the case to the Academic Affairs Conduct Review Board.

7. The Academic Affairs Conduct Review can recommend any of the foregoing penalties. In addition the board can:
   a. issue the student a letter of warning;
   b. place the student on probation;
   c. suspend or expel the student from Hawai'i Pacific University

   The Vice President of Academic Administration must approve the board's recommendations for them to be actuated.

Instructors may request that the Vice President of Academic Administration dispose of the case or refer it to the Academic Affairs Conduct Review Board. The Vice President of Academic Administration may take the case for his or her own disposition, or refer it to the Academic Affairs Conduct Review Board. The Academic Affairs Conduct Review Board procedures are described on page 37 of the *2003 -- 2004 Hawai'i Pacific University Student Handbook.*

Academic Freedom

Academic freedom requires the recognition of significant conflicting viewpoints and necessitates a degree of respect for the rights of others to hold the viewpoints they do. Academic freedom requires differentiation between personal views and opinions and proven facts of broadly held conclusions within a discipline. It is neither possible nor desirable to attempt to enumerate the limits of academic freedom. In general, academic freedom is abused when important individual rights of others within the community are denied under the guise of academic freedom. All members of the University are expected to exercise their rights to academic freedom with responsibility.

The University supports and protects the academic freedom of both the faculty and the students. The examination of partisan views, no matter how controversial, within the purview of a course of instruction is the very lifeblood of freedom of thought and the spirit of inquiry in an educational institution within a free society.

Academic Grievance Procedures

Students with individual grievances concerning unfair treatment in coursework should follow these procedures*:

The student should first discuss and seek to resolve the problem with the instructor of the course. The student may consult with an academic advisor to clarify the problem.

If these measures fail to resolve the problem, the student should consult with the appropriate dean by submitting a letter describing the nature of the complaint and attach all supporting documents. These may include the syllabus outlining evaluation procedures, exams with grades, term paper assignments with grades, quizzes, or any other pertinent supporting documents.

This information will be forwarded by the appropriate dean to the instructor with a request for a reasonably prompt response.

When a response is returned, the dean will send a copy to the student.

The student may request a hearing. His or her request must be in writing and filed with the Vice President of Academic Administration within a reasonable time following the issuance of the grade in dispute.

The Vice President of Academic Administration may approve or reject the petition. If the Vice President of Academic Administration approves the petition, he or she shall call the Academic Affairs Conduct Review Board. Members of the board are a dean of a college, the Director of Scholarships, or Dean of Advising, two faculty members, and one elected member of ASHPU or GSO.

The recommendation of the Academic Affairs Conduct Review Board will be final. The Vice President of Academic Administration will notify the student of the board's decision within three (3) working days.

*If the student complaint is based on sexual harassment, see page 50 of the *2003 -- 2004 Hawai'i Pacific University Student Handbook.*

Add/Drop Period

Any change, such as adding or dropping a class in a student's course schedule after the initial registration, requires approval by an academic advisor. Courses that cannot be dropped include: COM 1000-Career Skills; WRI 1100-Writing and Critical Analysis; WRI 1200-Argument, Research, and Writing.

Courses may be changed only during the periods indicated on the academic calendar in the HPU Academic Catalog, 2003-2005 or on the policy sheet provided at each registration. Students are assessed a fee for all Change of Program forms submitted.

Attendance

It is up to each faculty member to design his or her own procedure for dealing with requirements for attendance, punctuality (and the expectations for following them). Whatever attendance procedures are required, the instructor should indicate them in the syllabus. The instructor's expectations, on a day-to-day as well as a unit-by-unit basis, should be clear to all students at the outset of the course. By informing students of his or her expectations in such a specific manner, the instructor may motivate the student to attend regularly and punctually. Instructors may deal with chronic absenteeism and tardiness by issuing lower grades. Faculty may refer difficult cases to the dean of a college or the Vice President of Academic Administration. At mid-term faculty will be asked to identify those students who have missed 8 or more hours of instruction as having an attendance deficiency.

Policy on absence due to co-curricular activities:

Because regular class attendance is fundamental to a student's educational experience and a student's involvement in co-curricular activities should augment his or her university experience, not jeopardize it, students should schedule classes so that their co-curricular activities do not interfere with them. Each student involved in co-curricular activities should present a copy of his or her co-curricular schedule to appropriate faculty at the earliest date possible, preferably during the first week of the semester.

If it is noted that university sponsored events will cause a student to miss class during the semester, the student and faculty member should meet to discuss the implications of the absences in that particular course. They should work together so that, to the greatest extent possible, accommodations may be made to allow the student to make up missed class work. If such accommodations cannot be made, the student and or faculty member may seek administrative assistance in resolving the matter (i.e. schedule change, course substitution or independent study).

Students with scheduled absences due to military duty, jury duty, or other mandatory obligations should be permitted to make up work in the same manner as students who miss class because of co-curricular activities.

Faculty members should use their own discretion in handling absences due to illness or other emergencies.

Class Cancellations

If an emergency or illness prevents an instructor from teaching a class, the instructor should call the Office of Academic Administration at 544-9328 (Downtown classes) or the Nursing & Academic Administration office at 236-3552 (Hawai'i Loa classes). An official notice will be posted on the classroom door to alert students.

Class Schedules

During the fall and spring semesters, most classes meet two or three times each week for periods of 85 and 60 minutes, respectively. Evening and Saturday classes run for two hours and 55 minutes once a week; instructors of such sessions usually schedule at least one break. During accelerated terms, individual class sessions are generally scheduled in Monday-Wednesday-Friday or Tuesday-Thursday-Saturday sequences. Courses scheduled in the Military Campus Programs are generally 10 weeks in length and meet approximately four and one-half contact hours per week.

A schedule of courses is published prior to each registration period and is available at the Academic Advising Center and Graduate Service Center as well as at various locations throughout the two campuses and at military campus centers.

Classroom Changes

Deans of colleges should be contacted if problems arise with a classroom or if a classroom change is necessary.

Classroom Management

Faculty are asked to return classroom desks to the original configuration of the classroom set-up. Faculty are asked to erase white/chalk boards and to observe the "no eating/drinking" rules.

Code of Student Conduct

Students are expected to abide by the University's Code of Student Conduct which states that:

Each student must be able to study, learn, and enjoy his/her educational career at Hawai'i Pacific University. If these freedoms are to be experienced by all students, they must be respected by all. Therefore, students are expected to act in ways that demonstrates respect for order, decency, personal honor, and the rights of others. Implicit in the code of student conduct is the understanding that students are responsible for making their own decisions and accepting the consequences of those decisions. Students are expected to respect the rights and privileges of others.

The Code of Student Conduct applies on all University premises and at all University activities, whether on - or off- campus. The University reserves the right to apply the Code of Conduct to any student's behavior even when off-campus and unconnected to a University activity if, in the judgment of the University, the alleged misconduct adversely impacts the University community or its objectives.

The process outlined below is intended to function as a learning process that provokes students to reflect on their behavior.

The following behaviors are considered acts of misconduct and are therefore breaches of the Code of Student Conduct and are subject to disciplinary procedures.

Academic Dishonesty and Disruption of University Academic Functions.
Breaches of the Code of this nature include, but are not limited to: the disruption of a class or other scheduled academic activity; cheating, plagiarism, or unauthorized copying of coursework; unauthorized removal of another's property; unauthorized copying or falsification of records or University documents; unauthorized removal, mutilation, or unauthorized use of University computers, software, library, or other study materials. These offenses fall under the jurisdiction of the Academic Affairs Conduct Review Board. Definitions and classifications of Academic Dishonesty are found on page 35 of the *2003 -- 2004 Hawai'i Pacific University Student Handbook.*

Violations of the University Housing Policies. Breaches of the Code of this nature include, but are not limited to, breaches of the University housing policies found in the *Hawai'i Pacific University Residential Life Handbook* and/or the *Hawai'i Pacific University University-leased Apartment Handbook.* These offenses fall

under the jurisdiction of the Housing Disciplinary Procedures Board (noneviction) and the Housing Conduct Review Board (eviction).

Acts of Violence and Student Misconduct. Breaches of the Code of this nature include, but are not limited to: physical violence or intimidation toward other students and/or staff and faculty; the threat of physical violence or intimidation toward other students and/or staff and faculty; use, possession, selling, or manufacturing of weapons of any type on University property or at University functions; unauthorized removal of anyone's property on campus; setting fire to, or vandalizing University property; unauthorized entry to University property or unauthorized use of University equipment; unapproved soliciting on campus property; intentionally interfering with the lawful rights of others on-campus or off-campus; violations of the Drug and Alcohol Policy as outlined in the *2003 -- 2004 Hawai'i Pacific University Student Handbook*. These offenses fall under the jurisdiction of the Student Conduct Review Board.

Discriminatory Acts. These breaches of the Code include, but are not limited to: stalking, sexual harassment, intimidation, assault, abuse, or engaging in obscene behavior; unwelcome, intimidating, hostile, or abusive conduct of a sexual nature; hate speech and hate acts; any act that discriminates against or limits the legal rights of others. These offences fall under the jurisdiction of the Student Conduct Council.

Computers for Regular Faculty

Faculty members with regular status may submit their requests for a computer and printer to the Faculty Development Policies and Activities Committee. To reach the Faculty Development Policies and Activities Committee, log on to the HPU web site and go to the Faculty Services page.

Computers purchased by the University for the faculty are the property of the University; each is assigned an inventory number by Information Technology Services (ITS). Upon termination, faculty must relinquish any University-owned computer system back to ITS for reassignment to another faculty or staff.

Only university-owned or university-authorized computers are permitted on the University administrative network. Personal computers are allowed only on the wireless network.

ITS provides support, maintenance, deployment, and replacement of university-owned PC computers, including faculty PC computers that are University-owned.

ITS will seek to provide PC's for all full-time faculty (including MCP faculty, but not including adjunct faculty). This includes the provision for replacement PC's to current university-determined minimum standards. ITS will maintain the official inventory records.

When the Faculty Development Activities and Policies Committee makes recommendations on expenditures form the University's Faculty Computer Fund, it should recommend extra non-standard items (zip drives, MAC's, peripherals, printers, etc.). The Fund does not need to be used to fund replacement PC's.

The University will provide certain authorized software on University computers. Only authorized software or software for which the University of the faculty member has a license may be placed on faculty computers owned by the University. For example, the University standard for word processing in MS Word. If the faculty member wishes to use WordPerfect on a University computer, he/she needs to purchase the license and inform ITS that the software has been installed.

The University does not support Macintosh computers at this time. Faculty who apply for Macs though the Faculty Computer Fund will be told that such support is not available. ITS may be able to provide some support on a case-by-case basis but ITS cannot guarantee full support.

Concurrent Graduate/Undergraduate Student Performance Expectations:

When undergraduate and graduate courses are offered concurrently, graduate and undergraduate students attending a course cross-listed for graduate and undergraduate credit are evaluated in accordance with their status (undergraduate or graduate) and are expected to meet the standards appropriate to their level.

All graduate level courses are guided by appropriate level educational objectives and differ from undergraduate classes by greater depth of study and increased demands on student intellectual or creative capacity. More time is expected to be devoted to study at the graduate level, typically over three hours of study for every hour in class. (At the undergraduate level those expectations are 1.5 to 2 hours for every hour of class time at the 1000 and 2000 levels, 2 to 2.5 hours for every hour of class time at the 3000 level and 2.5-3 hours for every hour of class time at the 4000 level) Graduate level course requirements call for use of primary sources, current periodicals, and other literature appropriate to research and the professional education objectives of the course.

Confidentiality of Academic Research (FERPA)

The Family Educational Rights and Privacy Act of 1974 provides that students (including former students) shall have the right of access to their educational records; educational institutions shall not release educational records to non-school employees without consent of the students; under established procedures, student have the right to request the amendments of their education records; and students have the right to file a complaint concerning alleged failures by the University to comply with this Act. Students, have the right, under established procedures, to challenge factual accuracy of the records and to enter their comments into the records.

Students may waive their right to access to recommendations and evaluations that might be used for employment and nomination for awards. With several exceptions provided by law, Hawaii Pacific University cannot release information concerning students to prospective employers, government agencies, or credit bureaus, for example, without the written consent of the student or lawfully issued subpoena.

Course Rosters

Course Rosters are available through Campus Pipeline. The *Web for Faculty Services User Manual* is available through each faculty member's Dean.

Course Syllabus –Contents and Significance

Each syllabus is regarded as part of the faculty member's contract with the University and is also the faculty member's contract (and the University's) with the students enrolled in each course. An effective syllabus is an instrument for informing students about their responsibilities. It is similarly an instrument by which the instructor may be held accountable to his or her dean, and the University is held accountable to its accrediting body.

Since each syllabus is in effect a course contract, an instructor should rarely change course requirements, assignments, or modes of evaluation during a semester.

Syllabi from past semesters and terms are maintained on file in the OAA and in the Center for English Language Programs. Model syllabi for all of the "general education" courses and representative syllabi for other courses are kept in the

OAA. Academic program chairs may have additional examples of syllabi as well as teaching materials available for instructors' use.

Each syllabus must contain, but is not limited to, the following information:

(1)   Number and name of course; semester or term; meeting days, times, places; identity of instructor;

(2)   course description at least one paragraph in length, incorporating the essential elements of the *Hawai'i Pacific University Catalog* description plus an explanation of the present instructor's particular approach to the course;

(3)   Student learning outcomes for the course, either in paragraph form or in a list, as general or specific as appropriate. Instructors may explain here or in #6 how these outcomes will be assessed;

(4)   relationship of undergraduate courses to one or more of the Five Themes;

(5)   textbooks, required and optional, as well as supplementary reading and use of learning resources beyond the textbook such as course website, software, field trips, guest speakers, service learning projects and videos. These may be specified in general terms in the instructor has not yet determined exactly which additional resources will be used. For example, "The course will feature several local professionals as guest speakers" or "In addition to the course readings, we will view and discuss two or three documentaries." Details, if known at the time of the planning of the syllabus, may be included in the schedule of events. If the instructor is going to require students to participate in activities at times other than the course meeting time, this should be specified in the syllabus;

(6)   assignments and mode of evaluation; i.e., explanation of what the major assignments in the class are and how the student will be accountable for them (e.g. quizzes, examinations, term papers, oral presentations, or other assignments). Faculty are advised to be specific about modes of accountability as well as about the relative value of each in the calculation of the final course grade. Faculty must indicate whether plus or minus grades will be given.

(7)   schedule of events: a chronology of class events and out-of-class readings, day by day, week by week, or unit by unit;

(8)   rules regarding attendance, class preparation and participation, classroom decorum, make-up examinations and quizzes, late papers, and so on. Regular attendance should be encouraged. Instructors should explain how plagiarism or cheating will be handled and/or refer students to the HPU policy on Academic Honesty attached to the syllabus;

(9)   summary of important dates and deadlines for the semester, including holidays and the date of the final examination;

(10)   instructor's office hours, telephone and (optional) e-mail address. (Include an e-mail address only if the instructor will be responding regularly to student e-mail.)

Course Syllabus-Submission to the University

Faculty members provide two copies of the syllabus for each on-campus course to the OAA by the Wednesday preceding the start of the term. (Nursing course syllabi are turned in to the Nursing Office.) Generally, if a syllabus is turned in at the Faculty Support Center for duplication, the support staff automatically forward the copies to the OAA. In addition, one copy of any syllabus used for a course in the Center for English Language Programs should be turned in to the Assistant Dean of the Center (for English Language Programs). Faculty teaching on the Military Campus Programs must turn in two copies of the syllabus for each course to the Dean for Military Campus Programs by the Wednesday preceding start of the term. Faculty teaching in special workshops or seminars turn their syllabi in to the Administrative Support Operations Office. The OAA is not able to provide secretarial services to faculty for syllabus preparation.   The contents of the syllabus are described under "Course Syllabus—Contents and Significance" in the section above.

Deficiency Reporting

Students need to have formative evaluation from faculty throughout the term. Students should be evaluated by midterm so that there is time to contact those who are doing poorly and to help them improve. Before the midterm date, faculty should have an indication on the academic performance and/or attendance of their students. The Registrar's Office will send deficiency letters to students who are assigned a "D" code in Campus Pipeline. Deficiency letters will be mailed to Students named on the lists will be sent a letter alerting them of their unsatisfactory performance and/or attendance and suggesting that they contact

their instructor and academic advisor to discuss their work. Beginning level English and math students who are having difficulty may be referred to the Tutoring Center.

Faculty are encouraged to notify students promptly of their unsatisfactory performance at any point in the term.

During the course of the semester, the University's Veterans' Coordinator as well as the Athletic Department may request attendance/performance reports regarding certain students.

Directed Study Course

Directed study courses are courses offered on a tutorial basis as independent reading or project courses. They are open only to qualified students under specific conditions. A typical example is that a student needs the course to graduate at the end of the term, and no other appropriate substitute course is available. Directed study courses require contracts which are initiated in the Academic Advising Center. There is no commitment to offer the course until the contract is approved. The contract includes the course name, subject area, and student requirements. The contract is sent by the Academic Advising Center to the appropriate dean for approval and designation of instructor and is then returned to the Academic Advising Center. The appropriate dean sends another contract for faculty for directed study to the Vice President of Academic Administration for approval.

E-mail for Faculty Assembly

Full-time faculty who want to be on the Faculty Assembly electronic mailing list should e-mail their request to: assembly@hpu.edu. To obtain an e-mail account, all adjunct and full-time faculty can contact their respective school/college's administrative assistant. Allow ten working days to obtain an e-mail address.

Faculty Absences

Faculty members must inform the dean of their college of any anticipated absence as far in advance as possible. The dean will inform the OAA and an official notice will be posted outside the classroom.

Instructors for Downtown classes who are ill should call the OAA (544-9328), or for Hawai'i Loa Campus classes (233-3252) as soon as possible so the OAA can

post an official notice on the classroom door in time to alert students before classes start. For 7:20 or 7:30 a.m. classes, calls should be made to the OAA at 7:00 a.m. (544-9328). In the case of an illness or other emergency that requires a lengthy absence--more than two one-hour or one-and-a-half hour sessions or more than one three- or four-hour session--the instructor must be able to provide the appropriate dean with assurances that the missed time will be made up or that an instructor qualified in the discipline will be able to substitute. Preference is for a substitute because otherwise, a canceled class must be rescheduled.

Missed class time must be made up by scheduling classes as conveniently as possible for students. For example, classes can be rescheduled on holidays; on days or evenings the class does not ordinarily meet; or by the addition of 15-60 minutes to a session or sessions by starting the class earlier than the regular schedule or ending it later.

Hours missed because of absence for any reason must be made up.

Faculty Contracts

> **Regular faculty contracts.** Regular faculty members (career, career track, tenured or visiting status) receive annual contracts in the form of letters, signed by the President of the University, in late Spring preceding each forthcoming academic year.

> **Adjunct and overload contracts.** Faculty teaching courses as adjuncts or overloads on campus receive a separate single-course contract for each course before the start of each semester or accelerated term. These contracts are initiated by the deans of the academic division and signed by both the Vice President of Academic Administration and the President. Adjunct and regular faculty teaching undergraduate course overloads on Military campuses receive a separate course contract for each course approximately one month before the start of each accelerated term. These contracts are initiated by the Dean of Military Campus Programs, and signed by the President. All are approved by the dean of the college.

> Immediately upon receiving an adjunct or overload contract, the faculty member should sign and return it, along with two copies of the course syllabus and according to other instructions accompanying it. All of the foregoing requirements will be clearly noted on the contract form.

Changes to Faculty Personnel Records
Changes to regular faculty member's personnel records may be processed by downloading, completing authorization, and submitting the *Personal Data Change Request* form (from the HR tab on Pipeline) to the Human Resources department. Changes to an adjunct faculty member's personnel records may be processed by contacting his/her dean's administrative assistant.

Paydays. Paydays are the 15th day and the last day of the month. If either of these days falls on the weekend or a holiday, then payday is the last business day preceding that weekend or holiday. Adjunct faculty members receive their checks either at their offices or their home addresses; hence, checks may arrive one to three days after payday. The total number of paydays and the inclusive dates of these paydays vary according to faculty category, type of contract, and semester or term. Generally, for non-Military Campus faculty:

Contract:	Term:	Paydays:	Number:
Career	Annual	8/31 – 8/15	24
Tenured	Annual	8/31 – 8/15	24
Adjunct	Fall	9/15 – 1/15	9
"	Fall Accelerated	10/15 – 1/15	7
"	Winter	12/31 – 1/31	3
"	Spring	1/31 – 5/31	9
"	Spring Accelerated	2/28 – 5/31	7
"	Summer I	5/31 – 7/15	4
"	Summer II	6/15 – 8/31	6
"	Summer III	7/15 – 8/31	4

Faculty Employment Outside the University

Before accepting outside employment, a faculty member with regular status must write a letter fully disclosing the nature of the employment written to the Vice President of Academic Administration and the President of the University to obtain written approval to engage in such employment. New faculty members must also inform the Vice President of Academic Administration about whether they are employed or own a business which provides income and, if so, obtain written authorization from the appropriate dean as well as the President to continue such employment while also being employed by the University. The University has no desire to interfere with outside interests as long as these interests do not interfere with the faculty member's performance or the goals and objectives of the University. Outside employment or income should not be with an organization that is in direct competition with our University.

Faculty Identification Card – Uni Card

The HPU UniCard is the official campus identification for all students, faculty, and staff. In addition to use on campus, it serves as proof of HPU employment for special merchant discounts. Each card bears a color photograph and, for the cardholder's protection, a computer-generated ID number rather than a Social Security number.

Cards for new faculty are processed at central locations on the Downtown and Hawai'i Loa Campuses. Formal processing dates, times, and locations are posted in HPU Pipeline.

Take the following to the processing location for your initial card:
- A valid photo ID (driver's license, passport, military ID, etc.);
- The yellow copy of the Application for Computer Systems/Internet Access.

Returning adjunct faculty must obtain a validation sticker before the beginning of each semester. For regular faculty, an "indefinite" sticker is affixed to the back of the card; cards are valid for as long as the faculty member is employed by the University.

There is no charge for the initial UniCard. However, the replacement charge for a lost, stolen, or damaged card is $15.00.

Faculty Mailboxes

Faculty having offices on either the Downtown Campus or the Hawai'i Loa Campus will be assigned a mailbox. For faculty assigned to the Downtown Campus, mailboxes are located in the main Faculty Support Center on the 4th floor of 1188 Fort Street, the Faculty Support Center on the 4th floor of 1060 Bishop for faculty with offices in that building, for TIM faculty on the 9th floor of 1164 Bishop and on the 5th floor of the First Hawai'ian Tower, for faculty who have offices in that building. All ESL faculty are assigned mailboxes in the Center for English Language Programs located on the ground level of the 1188 Fort Street building. For faculty on the Hawai'i Loa Campus, regular faculty will have mailboxes in the Mailroom on the first floor. Mail must be collected from the staff during mailroom operation hours Monday - Friday, 7:30a.m. - 5:00p.m. Adjunct or downtown faculty teaching on this campus may request their mail at the Receptionist Office on the 1st floor of the Academic Center from 8:00a.m. - 5:00 p.m. and after hours and on weekends from the security guard on duty.

Adjunct faculty teaching at the Downtown Campus are also assigned mailboxes in either the Faculty Support Centers on 1188 Fort Street or 1060 Bishop Street. Adjunct faculty teaching only at the Hawai'i Loa Campus have assigned mailboxes located in Receptionist/Switchboard Operator's office on the first floor of the Academic Center.

Field Trips

When arranging a field trip, a faculty member must ensure that each student signs a liability release form prior to going on the trip. If required, van transportation by the University can be provided with advance notice; however, the instructor may need to make arrangements for an approved driver(s). The instructor should inform that dean of the nature of the trip and leave a copy of the course roster attached to the liability release forms with the administrative assistant.

Final Exams

Final examinations are given the last week of each semester or accelerated term. Instructors should not use the final class sessions of regular terms for exams in lieu of the assigned exam period. During the summer sessions, winter intersessions, and accelerated off-campus courses, the last session of actual instruction is the date the examination is given. During an accelerated session, if the class meets three or more hours per session, the early part of the session should be used for instruction and the exam given during the last two hours. The OAA publishes an exam schedule by date and time for each course offered during the regular fall and spring campus semesters.

Instructors are under no obligation to give early exams to students whose travel plans require them to leave before the end of the term.

All faculty are expected to give final examinations or assign a final project that makes use of the time allotted for the final exam. For example, an instructor may have students give oral presentations on a final project during the final exam period. If an instructor feels that his or her course or style cannot accommodate the final examination requirement, the instructor should clear any alternatives with the appropriate dean. Instructors are expected to devise some system by which students can gain access to their final examinations and, if necessary, communicate with the instructor about them. Final exam grades with names attached should not be posted by instructors on office doors or sent by e-mail.

General Petition

Students submit a General Petition form to an Academic Advisor when they seek an exception to current academic policies. Common situations include, but are not limited to the following: attending University part-time, requesting a leave of absence or course substitution, taking more than 18 semester credits in a given term. In all cases, students are referred to an academic advisor who will assist them in completing the form. Depending upon the nature of the request, review and approval of the form will be performed by the academic advisor and/or the appropriate dean

Grades

GRADING AND GRADE POINT AVERAGE (GPA)
Instructors determine students' scholastic standing in their courses based on assignments, tests, examinations, class attendance, and participation, as well as other criteria established in the course syllabi. Letter grades are awarded by instructors according to a 4.0 scale outlined as follows:

The GPA is determined by dividing the total number of grade points earned by the total number of credit hours attempted. The GPA is calculated to two decimal points without rounding.

Transfer credits are not used in calculating the grade point average but are used when calculating the honors point average (see page 38 of the HPU Academic Catalog, 2003 - 2005).

LETTER GRADE	DESCRIPTION/QUALITY	POINTS
A	EXCELLENT	*4.0*
A-		*3.7*
B+		*3.3*
B	GOOD	*3.0*
B-		*2.7*
C+		*2.3*
C	AVERAGE	*2.0*
C-		*1.7*
D+		*1.3*
D	POOR	*1.0*
F	FAILURE	*0.0*

| W | WITHDRAW | *Does not affect GPA* |

The W grade will be assigned to all students who withdraw from a course in the 5th to the 11th week during regular terms. This grade will not affect the GPA but will permanently appear on the transcript.

P	PASSING	*Does not affect GPA*
CR/NC	CREDIT or NO CREDIT	*Does not affect GPA*
I	INCOMPLETE	*Does not affect GPA until instructor submits a final letter grade for the course*

INCOMPLETE COURSES
(GRADES OF I)
Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. If granted, the "incomplete" grade will allow a student a maximum period of six months to complete the appropriate course work.

If the student does not complete the assignments and the instructor does not submit a grade to the Registrar's Office after the six-month period, a grade of "F" will be assigned.

REPEATED COURSES
(Forgiveness Policy)
All grades earned in each enrollment will appear on the student's transcript, and will be calculated in the student's grade point average (GPA). Prior to graduation, an undergraduate student may request consideration that the first 15 semester hours of repeat coursework be counted toward their final GPA. A graduate student may request that only the last grade for the first 6 semester hours of repeat coursework not be counted toward their final GPA.

Students who want consideration under this Forgiveness Policy, should see an Academic Advisor at any campus for assistance in submission of the proper petition form.

Grades are mailed to the students approximately two weeks after the end of the semester. Students are encouraged to view their grades using Campus Pipeline. Students who wish to know grades sooner may make arrangements with faculty. Normally, students leave self-addressed envelope with the instructor. The

Registrar's Office is not able to release grades by e-mail, telephone, or over the counter.

Faculty send all grades to the Registrar's Office using Campus Pipeline. Faculty assign the appropriate grade to each student by selecting "Final Grades" on the Faculty Services Main Menu in Campus Pipeline.

The deadline for faculty to input end-of-term grades into Campus Pipeline is 11:30 p.m. on the third working day after the last day of the winter and summer sessions. During the fall and spring semesters, faculty should input grades into Campus Pipeline by 11:30 p.m. on the fourth working day after the session ends.

Graduation

The University conducts three commencement ceremonies: Spring Commencement (May); Winter Commencement (January); and Summer Commencement (August). Three valedictory speakers are selected for each commencement, representing the on-campus programs, the Military Campus Programs, and the graduate programs.

The symbolism and tradition of commencement have great significance to the University and the graduating students. Faculty with regular status are expected to attend the ceremonies. Faculty members seated on stage are expected to wear academic regalia with hood from the institution at which their last degree was earned and to march in the processional. Early in each term (Spring and Fall) faculty members are provided with graduation details and are asked to signify their intent to attend by completing a reply card. At the same time, the dates and times for cap and gown sales are made available, and faculty who do not have academic regalia may, on those specific dates, purchase or rent either caps and gowns or custom-fitted academic regalia.

Honor Societies

The University has fifteen honor societies that individually accept outstanding students from a variety of disciplines. The honor societies include: Alpha Chi National Honor Society, Alpha Sigma Lambda National Honor Society, Beta Beta Beta National Honor Society, Delta Mu Delta National Honor Society, Lambda Pi Eta National Honor Society, Mu Kappa Tau National Honor Society, Phi Alpha National Honor Society, Phi Alpha Theta National Honor Society, Psi Chi National Honor Society, Sigma Delta Mu National Honor Society, Sigma Theta Tau International Honor Society, Chi Alpha Sigma, Epsilon Delta Psi, Phi Sigma, and Pi Sigma Alpha.

Alpha Chi accepts undergraduate students from both the business and liberal arts programs. Alpha Sigma Lambda accepts undergraduate adult students who are continuing their education students. Beta Beta Beta accepts undergraduate students who are majoring in the biological sciences (marine science, marine biology, oceanography, pre-medical studies, nursing, or biology). Delta Mu Delta accepts undergraduate and graduate students from the field of business administration. Lambda Pi Eta accepts undergraduate students who are majoring in communication. Mu Kappa Tau accepts undergraduate students who are majoring in marketing. Phi Alpha accepts undergraduate students who are majoring in social work. Phi Alpha Theta accepts undergraduate students majoring in history and the humanities. Sigma Delta Mu accepts students who have taken Spanish and who are genuinely interested in the Hispanic culture. Sigma Theta Tau accepts students who are majoring in nursing. Psi Chi accepts undergraduate students who are majoring in psychology. Chi Alpha Sigma accepts junior and senior students from all disciplines who have earned an intercollegiate varsity letter. Epsilon Delta Pi accepts undergraduate and graduate students from the field of computer science. Phi Sigma accepts freshman and sophomore students from all disciplines. Pi Sigma Alpha is open to all students who have taken two upper division Political Science courses plus Political Science 1400.

Each society conducts various activities for its members throughout the year with all societies participating in the traditional Honors Brunch (October) and Honors Banquet (April). Formal induction ceremonies for new members are conducted at the annual Honors Banquet.

Application forms are available on both campuses and through the Academic Advising Center, the Office of Academic Affairs, the Office of Military Campus Programs and honor society sponsors. The deadline to submit applications is September 15 (Fall Semester) and February 12 (Spring Semester).

Institutional Research Board -- Policy on Research on Human Subjects

HPU has an Institutional Board (IRB), which reviews research projects from the standpoint of protecting the human subjects involved. The IRB is not concerned about the subject matter of the research project or with its methods beyond issues of risk and benefits to the participants. These remain the purview of the researcher(s) involved.

All research undertaken by University faculty and students is subject to review by the IRB before any data collection or recruitment of subjects begins. The single

exception to this policy is classroom demonstrations and exercises that may involve data collection, but that are undertaken for teaching purposes rather than research. For example, data might be collected to illustrate a point about surveys or statistics. As long as these data might are not published or used outside the classroom, they are not considered research as envisioned by the IRB.

What research projects should be presented to the IRB?
- Any projects involving human subjects undertaken by faculty members in their role as HPU faculty (i.e., using their HPU title) must be presented to the IRB. If a faculty member is doing research outside of HPU, not invoking HPU's name or the faculty member's relationship with the University, then the HPU IRB has no authority.
- Any projects involving human subjects undertaken by HPU students under the direction of HPU faculty must be presented to the IRB.
- Other projects may be presented if IRB review is needed and this has not been obtained elsewhere. For example, a faculty member may be doing research privately, but need IRB review as a condition of funding or publication.
- Note that the IRB must be notified if significant changes are made to an approved research protocol or if any harm occurs to the subjects.
- IRB approval extends for one year. Projects extending beyond this time must provide an update on their activities and request reapproval for it.

How should I submit my project?
- Obtain a form from OAA or from Campus Pipeline. They should be completed and forwarded to one of the Co-chairs (Dr. Carol Winters-Moorhead, Hawaii Loa Campus at 236-8511 or cwinters@hpu.edu, Dr. Mary Sheridan, Downtown campus at 566-2489 or msheridan@hpu.edu).
- If a project is Exempt from review or qualifies for Expedited review, the Co-chair will sign the Project Application form and return it to the Principal Investigator. If the project requires review by the full board, its review will be scheduled for the next meeting. The Principal Investigator will be notified of the date and will be encouraged to attend in order to answer questions.

The Policy on Research with Human Subjects is Appendix A
Intellectual Property Rights for On-Line Course Materials

Many courses are being offered electronically to distant sites or on-line. The policy on Intellectual Property Rights for On-Line Course Materials incorporates much of the spirit and language suggested by guidelines on intellectual property

developed by the American Association of University Professors (AAUP). The Intellectual Property Rights for On-Line Course Materials Policy delineates the ownership and faculty generated materials prior to their use and under what conditions the materials will be used.

The Policy on Intellectual Property Rights for On-Line course Materials is Appendix B

Internet Account at Hawai'i Pacific University

Applications are available at the Human Resources Department, 1166 Fort Street, Suite 201, Honolulu, Hawaii 96813 for full time faculty and from the respective school/college's administrative assistant.

Office Hours

As stipulated in faculty contracts, faculty members are expected to maintain at least one office hour per three-credit course per week. Office hours may be held before or after classes. Faculty members should include information in course syllabi regarding office hours, office location, and phone numbers regarding their availability to meet with students during the academic term.

Faculty having assigned offices should post their office hours on the doorway to the office so that students are able to meet with them outside of class hours. Please complete the office-hour forms, which may be obtained from the OAA Receptionist (1188 Fort Street Mall, MP-440) or the Nursing Receptionist (Hawai'i Loa Nursing Office). Faculty teaching at the Hawai'i Loa campus may obtain special information cards to post outside the office from the Nursing Program Office on the Hawai'i Loa Campus.

Office Space and Phones

Priority for office space allocation is given to regular faculty. The room assignments are made by the dean of the college and OAA and faculty are informed through their dean. Offices are provided with basic amenities such as a desk, chair, and phone line. Faculty may be expected to share an office with other faculty. Adjunct instructors at the Downtown Campus may use any of the available conference rooms for meeting students and scheduling meetings. Adjunct faculty wishing to reserve a conference room may do so by contacting the

OAA receptionist (544-9328). Since priority is given on a first-come, first-served basis, adjunct faculty are encouraged to reserve a conference room in advance. Adjuncts teaching on the Hawai'i Loa Campus may reserve the President's Conference Room through the University Operator (236-2500) and the Atherton Library Conference Room through the Library Assistant at 236-5805.

Maintenance and cleaning of faculty offices at the Downtown Campus is performed by a custodial company on a contract basis. Faculty at the Hawai'i Loa Campus may request cleaning services by calling 233-3341 or signing the Service Master Log in the receptionist's office on the first floor. Faculty requesting cleaning service must leave their office doors unlocked to permit access.

Overload Teaching Policy

Based on the University's needs, the full-time faculty may be eligible to teach overload credits during the year. Overload credits are approved by the dean of the college in which the faculty member is based. Full-time faculty may not teach more than twelve (12) credits per year (August to August) and no more than six (6) credits in any one term.

This policy is based upon the overload necessity to balance the teaching of overloads by full-time faculty with the University's needs. Limits on such overloads are required during the regular academic year to enable faculty to meet obligations with regard to participation in academic governance and professional development.

Reproduction and Printing Services

Faculty at the Downtown Campus who require duplication of materials pertaining to course work or University-related matters may submit materials to the Faculty Support Center for reproduction services. The time required for processing of materials is approximately two working days.   Reproduction of materials is permitted so long as they are not in violation of current copyright laws.

Faculty with offices in 1060 Bishop may use the copy machine located in LB402. Each faculty member is assigned an access code and is limited to 1,000 copies per month. Faculty with large print requests should complete a "duplicating/printing request" form and allow approximately two working days.

Faculty at the Hawai'i Loa Campus who require duplication of materials pertaining to course work or University-related matters may submit materials to the Faculty

Support Center for reproduction services. The time required for processing of materials is approximately two working days. Reproduction of materials is permitted so long as they are not in violation of current copyright laws. If a published or Internet source is reproduced, the source should be acknowledged on the copies. Copying requests of 200 or more pages must be sent to the Downtown Campus (Administrative Support Operations office) for processing.

Faculty should inform the supervisory staff when submitting exams or other confidential and sensitive materials for reproduction to ensure that the materials are handled in a secure manner.

Copyright laws govern the reproduction, distribution and use of copyrighted material. The University maintains that the responsibility for adhering to these laws rests on those requesting the reproduction of copyrighted materials. In lieu of reproducing mass quantities of copyrighted materials, faculty may also consider using the "reserve reading service" available through the University's libraries which places materials on reserve for students.

Student Complaint Procedure

Complaints that involve allegations of unfair treatment in coursework or other academic concerns are covered by the Academic Grievance Procedures on page 37 of the *2003 -- 2004 Hawai‘i Pacific University Student Handbook*. Complaints of a nonacademic nature may be initiated by any student of Hawai‘i Pacific University. Formal complaints must be in writing, dated, signed by the complainant, and addressed to the Director of Student Life (1188 Fort Street, Honolulu, Hawai‘i 96813) where, upon receipt, they will be forwarded to the appropriate HPU authority on campus as determined by the Director of Student Life. (Please note that only written, dated, and signed submissions will be processed; verbal and electronic submissions will not be processed.) Appropriate authorities include, but are not limited to, the following:

1. ASHPU President
2. Vice President of Academic Administration
3. Vice President, Administration
4. Vice President, Student Support Services
5. Vice President, Learning Services
6. Associate Vice President of Academic Administration
7. Associate Vice President, Comptroller
8. Associate Vice President, Student Support Services

Responses by the appropriate authority will be sent in writing to the complainant within 30 days from the date the written complaint is received by the Director of Student Life. Depending on the nature of the complaint, interviews, statements, and informal or formal hearings may be required.

The complainant has the right to redirect the complaint to the Vice President, Student Support Services for further action if he or she is not satisfied with the initial response from the appropriate HPU authority.

Every effort will be made to resolve the complaint in a confidential manner and be expeditiously as possible; however, complete confidentiality cannot be guaranteed. In the process of handling complaint, certain information may be distributed to appropriate administrators, respondents, and/or witnesses in order to conduct fact-finding, institute remedial actions, or to informally resolve the complaint.

Records of formal complaints will be kept for a minimum of six years.

Supplies

Faculty members may obtain basic supplies such as chalk, pencils, marking pens, writing tablets, manila folders, and other items necessary to fulfill their teaching and other University-related duties. Classrooms are not automatically supplied with chalk or dry erase markers, so each faculty member should carry his/her own supply obtained from the University as described below. Faculty at the Downtown Campus may obtain supplies at the Faculty Support Center at 1188 Fort Street or 1060 Bishop Street.

Faculty at the Hawai'i Loa campus may obtain supplies by completing a "Request for Supplies" form available in the Faculty Support Center located on the second floor of the Academic Center. A supply catalogue is also available as a reference. The completed "Request for Supplies" form should be submitted to Hawai'i Loa Room 226. Nonstandard items (items which are outside of the normal inventory of supplies) may be requested through the Faculty Support Center.   Upon approval of the request, there is a minimum two-week waiting period before the receipt of the item(s).

Substitute Teachers

The use of substitute instructors requires the approval of the appropriate dean who also arranges compensation.

The instructor and/or appropriate dean may suggest the names of substitutes. Other faculty may arrange appropriate substitutes in cases of a short absence of one or two class sessions. A substitute instructor should be an individual qualified in the discipline who will be responsible for instruction, not merely for monitoring student activity. The instructor is responsible for providing detailed lesson plans to the substitute. It is against University policy to cancel classes arbitrarily, make them up at arbitrarily selected times, or arbitrarily dismiss class early or begin late. Instructors who have an emergency should contact their deans about the matter as soon as possible.

Textbook Ordering

Textbook ordering is conducted by the appropriate dean in conjunction with the academic program chairs and the faculty. The administrative assistant to the dean distributes order forms to the academic program chairs or assistant or associate deans who consult with the faculty and return them. Orders are processed by the dean's office and then sent to the University Bookstore manager. Although faculty members teaching courses offered in a single section choose their own texts, multiple section courses use a standardized book list. See "Textbook Policy for Multi-Section courses" under *Academic Policies* for more information.

Although the ordering of the textbooks is conducted through the appropriate dean, the selection is determined by the faculty.   Faculty wishing to recommend the adoption of different textbooks for future academic terms should discuss such recommendations with their colleagues, the respective program chair, or appropriate dean.   The deadlines for effecting a change in textbooks are: May 15 (Fall Semester), September 15 (Spring Semester), and January 15 (Summer Semester).

Faculty who need to obtain textbook copies (also known as "desk" copies) to prepare for an upcoming class may receive one textbook per course (not per section).   Such requests should be made to the administrative assistant of the appropriate dean.

Textbook Policy for Multi-Section courses

Courses offered in multiple sections should generally use the same texts for all sections. One of the reasons for using standardized textbooks is to assist in ensuring that student in all sections on all campuses are experiencing essentially the same course with respect to course objectives, content, and expectations. Standardized texts also simplify the changing of students from section to section

and make it easier to accommodate last minute reassignment of instructors. Despite these standardized book lists, several options are possible to allow flexibility for instructors who may not agree on the choice of textbook. To give a few examples, in LIT 2000 instructors are allowed to order one additional paperback as a supplement to the required anthology; in HUM 1000, instructors choose several books from a menu of approved choices; in WRI 1200 instructors can choose to order the textbook with or without the related reader and can make the handbook used in the course either required or optional for their students. Instructors can present supplementary material in their lectures or put additional readings on reserve in the library. They can provide photocopies for their students as long as material used does not exceed the standards of Fair Use. If the faculty teaching a course agree that two different textbooks both adequately cover the same content, they may offer instructors a choice of either of the two approved texts.

Instructors should not tell students that they do not need a required textbook or change any textbook from required to optional once the textbook order has been placed.

Video/Audio Equipment:

Reservations for video/audio equipment are made through the Learning Assistance Center (1st floor, 1188 Fort Street Mall) or the Learning Assistance Lab at Hawai'i Loa (3rd floor, Academic Center).

Writing Across the Curriculum

Written (and oral) communication skills are of fundamental importance to any person seeking success in business, a profession, or graduate school. Faculty should, therefore, make available, on as regular a basis as practicable, opportunities for students to express themselves orally and in writing through such exercises as class presentations, small group activities, essay examinations, reaction papers, and term papers. Especially in appropriate upper-division courses, and in all graduate courses, students should be required to complete meaningful and creditable term or research papers; to demonstrate proficiency via comprehensive final examinations; and to participate actively in class discussions, forums, and oral presentations.

V.   FACULTY ASSEMBLY BYLAWS

Faculty Assembly Bylaws

(as ratified by the Faculty Assembly on January 21, 1999,
approved by President Chatt G. Wright on January 29, 1999,
amended by vote of the Faculty Assembly on September 22, 1999,
amended by vote of the Faculty Assembly on October 19, 2001,
amended by vote of the Faculty Assembly on August 29, 2002,
amended by vote of the Faculty Assembly on January 16, 2003,
amended by vote of the Faculty Council on April 7, 2003,
amended by vote of the Faculty Council on September 15, 2003
amended by vote of the Faculty Council on March 1, 2004.

Article I: Purpose and Functions

The Faculty Assembly is organized to provide a voice for the faculty in the shared governance of the University, promote and facilitate cooperation and communication among faculty, promote and nurture academic excellence, and, in so doing, promote the common good of HPU. These goals are accomplished through meeting to discuss University issues, creating standing and ad hoc committees, advising the President and other officers of the University, and conducting other activities necessary and appropriate to achieving the purposes of the Faculty Assembly.

Article II: Faculty Assembly

Section 1   Membership

    A. The Faculty Assembly shall be composed of the following voting members:

        1. All faculty members with career, or tenured contracts who have a teaching requirement in their contracts but are not heads of academic schools or colleges shall be voting members of the Assembly. This shall include visiting and affiliate faculty members who otherwise meet the qualifications for membership. Faculty members who serve as assistant or associate deans are voting members of the Faculty Assembly but may not hold office or serve on committees of the Assembly.

        2. Emeritus faculty members who choose to attend meetings shall be voting members of the Assembly.

    B. The Vice President of Academic Administration shall be an ex officio member of the Assembly without vote.

    C. Adjunct faculty members shall be non-voting members of the Assembly who may attend and speak at meetings but do not vote.

Section 2   Officers

    A. Qualification and Selection of Officers: The officers of the Faculty Assembly shall be a Chair, a Vice-Chair, and a Secretary. They shall be elected by the voting members of the Faculty Assembly for one-year terms during the month of April, and their terms shall run from the first day of the first summer term until their successors take office the following year.

        1. The Chair shall be elected from among the career and tenured faculty.

        2. The Vice-Chair and Secretary shall be elected from among the voting members of the Faculty Assembly.

3. If a vacancy occurs in any office, the other officers shall see that the responsibilities of that office are carried out until a successor can be elected by mail ballot within one month of the vacancy in that office.

4. The Assembly may at any time and for cause suspend or remove any officer by two-thirds vote.

B. Duties of Officers

1. The Chair shall preside at meetings of the Faculty Assembly and Faculty Council. When presiding, the Chair shall serve as impartial facilitator of meetings and shall only vote on motions in case of a tie.

2. The Vice-Chair shall exercise all duties and powers of the Chair when that office is vacant or whenever the Chair, for any reason, cannot discharge the duties of that office. The Vice-Chair shall also supervise all elections and provide the Chair with advice on parliamentary procedure during meetings of the Faculty Assembly or Faculty Council.

3. The Secretary shall maintain the rolls of the Assembly and Council, distribute notice of meetings, and prepare and make available minutes of meetings to members and other interested parties.

4. The Chair and Vice-Chair shall serve as faculty representatives on the President's Council and the Deans' Council.

Section 3 Meetings

A. The Faculty Assembly shall meet at least three times during each academic year at a time and place established by the Faculty Council.

B. Special meetings may be called by the President of the University, the Faculty Council, or by the Chair upon receipt of a petition signed by at least twenty-five voting members of the Assembly requesting such a special meeting.

C. Notification of any meeting shall be posted at designated locations and given to all voting members of the Assembly at least two weeks in advance of the meeting. The notification of the meeting shall include an agenda for that meeting. In addition, notice of all Faculty Assembly and Faculty Council meetings and copies approved minutes shall be posted at designated locations.

Faculty members who are unable to attend properly announced regular or special meetings of the Faculty Assembly because they are engaged in University business may register to vote at the Assembly office in person or by mail or by e-mail prior to the meeting and at the time designate a proxy to exercise their vote. University business shall include such activities as attendance at conferences, regularly scheduled classes, and office hours. Proxy holders must be voting members of the meeting and may exercise only one proxy vote. (10/19/01)

D. A majority of the voting members of the Faculty Assembly shall constitute a quorum for all regular and special meetings; however, a smaller number may hear reports, take action to request the attendance of absent members, or adjourn until a later time.

E. The Faculty Assembly may, by majority vote of those voting members in attendance, vote to close a meeting to non-members.

F. Actions shall be taken by the Faculty Assembly by a simple majority of those voting members present and voting, unless otherwise provided in these Bylaws.

G. Unless otherwise provided in these Bylaws, a majority vote of those members present and voting is required for election on the first two ballots. On the third ballot, election shall be by plurality.

Section 4 <u>Powers</u>: The Faculty Assembly shall hear reports of and may discuss actions of committees or the Faculty Council, vote on specified committee recommendations, hear concerns of the faculty, and elect the Assembly Chair and at-large members of committees and the Council.

Article III: Faculty Council

Section 1 <u>Membership</u>

A. The Faculty Council shall be composed of the following members:

1. The Chair of the Faculty Assembly shall be a voting member of the Council; however, when presiding at meetings, the Chair shall only vote in case of a tie.

2. The Vice Chair and Secretary of the Faculty Assembly shall be voting members of the Council.

3. The chairs of each of the standing committees of the Faculty Assembly shall be voting members of the Council.

4. One representative of each academic school or college shall be a voting member of the Council.

5. Three at-large representatives from the Faculty Assembly shall be voting members of the Council.

6. The Vice President of Academic Administration shall be an ex officio member of the Council without vote.

7. The Center for English Language Programs (CELP) will have the same representation as an academic school or college in relation to the faculty Council and its committees.

B. Election and Terms of Office

1. The faculty assembly of each school or college shall elect one representative to the Faculty Council. These representatives shall be elected by their respective assemblies during the month of April to serve for two-year terms beginning with the first day of the first summer term until their successors take office two years later. Terms for the various schools and colleges shall be staggered to ensure continuity.

2. The Faculty Assembly shall elect the at-large members of the Faculty Council at the meeting of the Assembly at which they elect the Chair. At-large members shall serve for two-year terms beginning with the first day of the first summer term until their successors take office two years later. Terms of the at-large members shall be staggered to ensure continuity.

3. If a vacancy occurs among the school or college representatives, the faculty assembly of that school or college shall convene to elect a replacement to serve the remainder of the term. If a vacancy occurs among the at-large members, the Faculty Council shall receive nominations and conduct a mail ballot of the members of the Faculty Assembly to elect a replacement to serve the remainder of the term.

4. The Assembly may at any time and for cause suspend or remove any at-large representative by two-thirds vote. The faculty assembly of a school or college may at any time and for cause suspend or remove their representative by two-thirds vote.

Section 2   Meetings

A. The Faculty Council shall meet on a monthly basis during the fall and spring semesters.

B. Special meetings may be called by the Chair of the Council or by the Secretary upon receipt of a petition signed by five members.

C. Notification of and an agenda for all meetings shall be distributed to members of the Faculty Council at least one week prior to the meeting. In addition, agenda and approved minutes of all Council meetings shall be available to all interested members of the University community.

D. Faculty Council meetings shall normally be open to all faculty members; however, the Council may, by majority vote, decide to close a meeting.

Section 3   Powers and Responsibilities: The Faculty Council is responsible for coordinating and guiding the activities of the standing committees of the Faculty Assembly, suggesting agenda items for the standing committees, and hearing reports from the standing committees. Upon demonstration that the committee has fully communicated with the faculty as a whole about pending actions and taken full account of faculty input, the Council shall certify the action of the committee as expressing the will of the faculty. In the event that there are objections from other committees or the committee has not demonstrated sufficient attention to the concerns of the whole faculty, the matter shall be referred back to the committee for adequate faculty input or referred to the Faculty Assembly for appropriate action at a meeting or by mail ballot. Upon certification that a committee action represents the will of the faculty, the Council shall ensure that the conclusions and recommendations of the committee are heard by the appropriate administrators and administrative councils and monitor the implementation of those recommendations.

Article IV: Committees of the Faculty Assembly

Section 1   Standing Committees: The Faculty Assembly shall have the standing committees listed below. In addition, the Assembly or the Council may appoint ad hoc committees for any reason consistent with the purpose of the Assembly.

A. Learning Assessment

1. The Learning Assessment Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, Coordinator of Assessment, plus 1 at-large member if the number of voting members is even. Non-voting ex-officio member: Vice President of Academic Administration (or representative).

2. This committee shall be responsible for monitoring the assessment of learning outcomes and related assessment issues, including linkages with ongoing program reviews and procedures for program reviews. This committee may also examine issues addressed by other committees, such as the five themes and writing across the curriculum, as well as matters relating to institutional effectiveness.

B. Academic Policies

   1. The Academic Policies Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, plus 1 at-large member if the number of voting members is even. Non-voting ex-officio member: Vice President of Academic Administration (or representative).

   2. This committee shall be responsible for academic policy issues. This may include advising, admissions, the recruitment of students, placement testing, academic honesty, credit by exam (challenge exams), CLEP, and related issues.

C. Undergraduate Curriculum

   1. The Undergraduate Curriculum Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other school or colleges one each, plus 1 at-large member if the number of voting members is even. Non-voting ex-officio members: Vice President of Academic Administration (or representative), one representative each from Admissions, Advising, and Learning Support Services.

   2. This committee shall be responsible for the review, revision, and endorsement of proposals for undergraduate courses, majors, minors, programs coming before it. It shall be responsible for the general education core, initiatives such as the five themes, writing across the curriculum, etc., and other curriculum issues.

D. Graduate Curriculum and Policies

   1. The Graduate Curriculum and Policies Committee shall consist of one representative for each graduate degree program, plus 1 or 2 at large members such that the total number of voting members is not even. At-large members must have experience teaching in a graduate program or have a terminal degree in the discipline. Non-voting ex-officio members: Vice President of Academic Administration (or representative), one representative each from the Graduate Service Center and Learning Support Services.

   2. This committee shall be responsible for the review, revision, and endorsement of proposals for graduate courses, concentrations, and programs coming before it and related issues; and academic policy issues affecting graduate students.

E. Faculty Development Policies and Activities

   1. The Faculty Development Policies and Activities Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, Director of the Center for Continuous Improvement in the Classroom, plus 1 at-large member if the number of voting members is even.

   2. This committee shall be responsible for faculty forums, faculty mentoring, providing faculty with assistance in preparing teaching portfolios, providing technology courses for faculty, supporting related professional development activities, and selecting recipients of the faculty development endowment and technology endowment awards.

F: Faculty Promotion and Review Committee

1. The Faculty Promotion and Review Committee of the Faculty Assembly shall consist of seven Career or Tenured faculty who are voting members of the Faculty Assembly and who have at least three years of service at the University. The seven members shall include:

   2 members at Assistant Professor rank,

   3 members at Associate Professor rank, and

   2 members at Professor rank.

   Members will be elected at large for two year terms. Election of members will be staggered so as to have no more than four new members in any given year. The Committee chair will be elected from the members serving in the second year.

2. Procedures

   a. Scope of Responsibility—The Faculty Promotion and Review Committee shall make recommendations to the Vice President of Academic Administration on behalf of the Faculty Assembly on faculty personnel matters. The Faculty Assembly committee for Faculty Promotion and Review shall be primarily but not exclusively responsible for ensuring that reviewees meet the criteria appropriate to the relevant rank, as published in the faculty handbook. The school or college committees shall be primarily but not exclusively responsible for ensuring that reviewees meet the criteria appropriate for the relevant school or college and academic discipline. The school or college-level committees are expected to clearly articulate the reasons for its decision in their reports. After receiving the report of school or college-level committees, the Committee shall:

      i. Review Career and Tenured faculty applications for promotion in rank.

      ii. Review Career faculty applications for reappointment.

      iii. At the request of Deans or program Search Committees, review applications from prospective faculty for appropriateness of initial rank and status.

      iv. Function, when necessary, as a check and balance to the powers of the school or college level Faculty Promotion and Review Committee and the Vice President and Academic Dean

   The Faculty Promotion and Review Committee will review both the individual applications of faculty seeking Career appointment, reappointment, or promotion in rank, and the recommendations, based on those applications, of the School or college level committees on Faculty Promotion and Review. These applications will be reviewed concurrently by the committee and the Vice President of Academic Administration. In carrying out its responsibilities, the Committee shall seek and take into consideration the recommendations of Deans/School or college heads.

   Meetings shall be restricted to the members of the Committee, who agree to maintain strict confidentiality about all matters considered. The committee can consult with others in the university to include the Vice President of Academic Administration, Deans of schools or colleges, Chairs of school or college Committees, and the director of Human

Resources. Committee reviews shall follow established procedures for faculty evaluation included in the Faculty Handbook and Faculty Code.

Voting on Committee decisions may be made by voice or paper ballot. A member may request a paper ballot at any time. When voting on reappointment decisions, all Committee members will be part of the deliberations and all will vote. When voting on promotion decisions, all Committee members will be part of the deliberations, but only members at the current rank of the applicant or above will be voting members for the decision.

In the event that the Committee disagrees with the recommendation of the school or college-level committee, a joint meeting of the two committees shall be convened to discuss the matter. If this meeting does not result in agreement between the two committees, that fact shall be noted in the committee's recommendation and the school or college-level committee's recommendation will be forwarded on an equal basis with the FPRC's and Dean's recommendation.

The Secretary shall record comments on each review that reflect in general terms relevant strengths and/or suggestions for improvement relating to each individual's work. These minutes will not show names of individual Committee members and will be kept in absolute confidence in the office of the Academic Dean. The minutes of committee deliberations shall only be accessed by Committee members, the Academic Dean, and the President. The reviewee shall be entitled to access all other materials contained in the review file.

After the Committee arrives at its final recommendation, it will meet with the Vice President of Academic Administration to discuss their respective recommendations, which shall be forwarded jointly to the President. At this time, school or college deans will also be notified of Committee recommendations.

After final completion of reviews, the Committee will generate comprehensive statements on the relevant strengths and suggestions for improvement relating to each individual's work. In addition the Committee will provide the majority and minority rationale behind the reappointment or promotion decision.

After final decisions are completed by the President, announcement of reappointment and promotion decisions shall be made to each person reviewed. This announcement shall include a letter from the Committee that contains the comprehensive statements on the relevant strengths and suggestions for improvement relating to each individual's work and the majority and minority rationale behind the reappointment or promotion decision. Reappointment letters shall be issued prior to the mailing of faculty contracts. New contract letters shall be issued for promotions. At the same time that faculty are informed of reappointment/promotion decisions, deans and school or college heads shall be notified by the Vice President of Academic Administration.

b.   Procedures for Submitting Materials for Faculty Review

Time Line for the Faculty Review Process	
Reappointments	Promotions
September 15 - Notice to faculty scheduled for review that materials are due November 1.	September 15 - Notice to faculty that promotion applications are due February 1.
November 1 - Deadline for submitting applications for reappointment.	February 1 - Deadline for submitting applications for promotion.
Mid-December - *School or college* Assembly Committees conclude reviews and send feedback letter.	Mid-March - *School or college*-level committees review and send feedback letter.
February 1 - Deadline for submitting addendum to application materials.	April 1 - Deadline for submitting addendum to application materials.
March 1 - Assembly Committee concludes reviews and sends feedback letters.	Mid-May - Assembly Committee concludes reviews and sends feedback letters.

Faculty members will be notified of the above schedule for submitting materials and for conduct of the reappointment and promotion reviews. This notice will also define the materials requested, such as personal statements, goals, self-evaluation, syllabi, and documentation of scholarly work and service.

All applications for reappointment and promotion shall be submitted to the Faculty Assembly Office. The Faculty Assembly Office will serve as custodian of the files for reappointment and promotion, and shall maintain an index of all materials submitted to the files, as well as a log of who accesses the file. This office will forward complete files confidentially to the appropriate school or college-level committee. If the school or college-level committee finds that an application for review lacks requested elements, it will be considered "incomplete" and the individual will be asked to submit the required information by a specific date. After school or college-level committee reviews are completed and feedback letters are sent, faculty will have the option to submit an addendum of additional supporting materials prior to the review by the Faculty Assembly Committee. The Faculty Assembly Committee will assume that applications are complete and accurate at the time they are reviewed. The Committee will not conduct pre-reviews to assess application materials. Schools or colleges will be encouraged to establish mentoring networks to support faculty and provide feedback in this area.

3. Guidelines for School or college-level Committees

School or college-level committees on Faculty Promotion and Review shall be established by the respective School or college Assemblies. Each school or college-level committee shall consist of members elected according to procedures defined by each school or college. A Committee chair will be elected by the committee. The school or college Faculty Promotion and Review Committees shall have the following responsibilities:

a. Review Career and Tenured faculty applications for promotion in rank.

b. Review Career faculty applications for reappointment.

c. At the request of Deans or program Search Committees, review applications from prospective faculty for appropriateness of initial rank and status.

Applications will be reviewed concurrently by the school or college-level committees and deans and school or college heads. In carrying out its responsibilities, each school or college Committee shall decide on the procedure for taking into consideration the recommendations of the dean or school or college head.

Meetings shall be restricted to the members of the committee, who agree to maintain strict confidentiality about all matters considered. Committee reviews shall follow established procedures for faculty evaluation included in the Faculty Handbook and Faculty Code.

The school or college-level committees shall forward recommendations to Faculty Promotion and Review Committee. School or college-level committees will also notify their respective Dean or school or college head of their recommendations.

The school or college-level committees shall record comments on each review that reflect in general terms relevant strengths and/or suggestions for improvement relating to each individual's work. These summaries will not show names of individual Committee members and will be kept in absolute confidence in the office of the Academic Dean. The minutes of committee deliberations shall only be accessed by Committee members, the Academic Dean, and the President. The reviewee shall be entitled to access all other materials contained in the review file.

Upon completion of school or college-level reviews, the school or college committees shall forward letters to each person reviewed; this letter shall the comprehensive statements on the relevant strengths and suggestions for improvement relating to each individual's work and the majority and minority rationale behind the reappointment or promotion decision. At this time, individuals may submit an addendum to their review materials, which is forwarded to the Faculty Promotion and Review Committee.

4. Appeals

Faculty Assembly Committee decisions may be appealed by writing to the President to request reconsideration of a reappointment or promotion review decision. Committee decisions may only be appealed on the basis of arguments relating to lack of due process in the review. The letter should outline the basis of the appeal and the remedy sought, presenting a convincing argument that a failure to grant reappointment or promotion resulted from violation of due process in the procedures of the review. The President will confer with the Vice President of Academic Administration to establish a three-person review board to determine whether due process has been violated. The Vice President of Academic Administration shall select by a random procedure three career or tenured faculty of equal or higher rank to serve on this board. If the board determines that due process has been violated, the matter goes back to the President for final decision.

G. Learning Resources

1. The Learning Resources Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, one librarian, plus 1 at-large member if the number of voting members is even. Non-voting ex-officio member: Vice President of Learning Support Services.

2. This committee shall be responsible for issues involving learning resources that affect teaching-learning activities, including Testing and Tutoring, Learning Assistance Center, Learning Assistance Laboratory, Science Laboratories, Computer Centers, support from the Book Store, and technological support.

H. Planning

1. The Planning Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, plus 1 at-large member if the number of voting members is even.

2. This committee shall be responsible for conducting periodic reviews of the academic vision statement and the academic organization structure and providing a faculty voice in the allocation of space and the identification of long-term academic needs.

I. Research Issues and Scholarship Activities

1. The Research Issues and Scholarship Activities Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, plus 1 at-large member if the number of voting members is even. on-voting ex-officio members: Vice President of Academic Administration(or representative) and Director of Development.

2. This committee shall be responsible for developing protocols for grant applications and grants management, reviewing the use of human subjects in research, addressing ethical concerns, and related issues. This committee shall also be responsible for promoting faculty scholarship.

J. University Life Issues

1. The University Life Issues Committee shall consist of academic school or college representatives from Liberal Arts (2), Business Administration (2), all other schools or colleges one each, plus 1 at-large member if the number of voting members is even. Non-voting ex-officio members: Vice President of Academic Administration (or representative), one representative each from Student Life, ASHPU, and GSO.

2. This committee shall be responsible for issues relating to academic honesty, security, student conduct, student life, dormitory life, and related issues.

K. Faculty Concerns

1. The Faculty Concerns Committee shall consist of one elected faculty representative from each school or college, plus one at-large member if the number of school or college representatives is an even number. The Vice President of Academic Administration (or representative) will serve as a non-voting ex-officio member.

2.

    a. The Faculty Concerns Committee shall hear grievances and concerns brought to it by Faculty Assembly members about matters outside the purview of other Faculty Assembly committees. The Faculty Concerns Committee shall consider matters that significantly impair the employment, work conditions, professional standing, or professional development of individuals or groups within the Faculty Assembly. These matters include issues raised by actions contrary to employment or academic practices established by contract, published University rules and regulations, or longstanding custom and practice.

       A majority of the voting committee membership must decide whether a matter brought to it will be heard.

       As appropriate, the Committee shall report to the Faculty Council on matters that may require general policy changes or more effective oversight and implementation of existing policies and procedures.

    b. The Committee provides a structure and a forum for finding facts, solving problems, and mediating disputes in an atmosphere of collegiality. It is not expected to act as a court of law, but will facilitate the implementation of solutions and the reconciliation of differences based on principles on fairness, flexibility, and timeliness. Procedures shall reflect maximum effective confidentiality, and anyone whose concern is being heard may request certain Committee members be excused for cause. The Committee will not, however, consider anonymous or hearsay concerns. If an issue is not resolved, the Committee will report to the Faculty Council and recommend a course of action.

    c. The Faculty Concerns Committee may hear, study, and make recommendations on other issues referred to it by the Faculty Council or its Executive Committee. The Faculty Concerns Committee's role in these cases is limited to mediation and making recommendations to the Faculty Council, or to the Faculty Assembly.

Section 2   Committee Procedures

    A. All committees shall report directly to the Faculty Council.

    B. Each committee will elect its own chair and develop processes and procedures to accomplish its tasks.

    C. Each committee shall be responsible to maintain minutes and/or other appropriate records of its actions.

    D. Except for the Faculty Promotion and Review Committee, all committee meetings shall be open to all members of the faculty, and agendas and minutes shall be available to all interested members of the university community. In addition, each committee shall be responsible for distributing supporting material related to the issue under discussion.

    E. In all their deliberations, committees shall endeavor to hear from all members of the University community who may be affected by the proposal under consideration and to devise recommendations that are agreeable to all those affected.

    F. In the event that a school or college representative is unable to attend a meeting, a substitute from the school or college may be sent.

G. Standing committees may appoint subcommittees that may include individuals who are not members of the Faculty Assembly.

H. Committee seats allocated to academic schools or colleges left unfilled will be filled by the election of at-large members.

I. Election of at-large committee members shall take place during the spring semester for the following academic year.

J. The librarian member of the Learning Resources Committee shall be elected by the librarians.

Article V: Academic Conference Committee

When matters pertaining to the coordination of academic governance with academic operations cannot be resolved, a committee of equal numbers of representatives from the Faculty Council and the Deans' Council shall meet to propose a solution. The proposal from this conference committee shall be submitted to the Faculty Council and the Deans' Council for ratification.

Article VI: Shared Governance in Academic Schools or Colleges

The faculty in each school or college shall develop structures and procedures for shared governance in that school or college, which mirror the democratic structure of the University Faculty Assembly. The regular faculty in each school or college shall constitute that school or college's faculty assembly. Each school or college faculty assembly shall decide the role of adjunct faculty within the school or college assembly.

Each school or college faculty assembly will form a curriculum committee, a committee for faculty promotion and review, and other committees as it sees fit. The respective faculty assemblies will elect committee members. Members of each committee will then elect their own committee chairs.

School or college faculty assemblies may form an executive committee to manage the day-to-day business of the school or college faculty assembly. Each respective faculty assembly may determine the status of heads of school or colleges/deans, assistant and associate deans and program chairs on school or college committees or at school or college assembly meetings. School or college faculty assemblies shall have the power to conduct closed door sessions when the need arises.

Each school or college faculty assembly shall make provisions for the selection of search committees and their operation according to established University procedures when faculty positions are to be filled.

Article VII: Decentralization

Shared governance at all levels shall respect the principle of decentralization while at the same time mirroring the democratic structures of the Faculty Assembly. Faculty structures will be established to deal with those matters pertaining solely to the faculty. Only the school or college concerned will address policies and procedures pertaining solely to an individual school or college.

Article VIII: Ratification and Amendments

Section 1 Ratification: These bylaws shall take effect upon ratification by two-thirds of those voting at a meeting of the Faculty Assembly called for that purpose and acceptance by the President of the University.

Section 2 Amendments

A. If reorganization of the University results in changes affecting these Bylaws, the Faculty Council may amend the Bylaws to reflect those changes by unanimous vote of those present at a regular or special meeting of the Council, provided that notification of the amendment was contained in the agenda circulated for that meeting.

B. Other amendments may be proposed by a two-thirds vote of the Faculty Council or by a majority of the voting members present during a regular Assembly meeting and take effect after ratification by a majority of the total voting members of the Faculty Assembly in a mail ballot.

Provisos

The following provisos shall apply during the first year after these bylaws have been approved:

1. The chair, vice-chair, and secretary of the Faculty Assembly elected in January 1999 shall serve for one and a half years, until the end of the spring 2000 semester. If the elected chair or vice chair has a 1999 Spring Term course schedule conflict with the meeting times of the Deans' Council or the President's Council, then a designate to attend meetings will be named by the Faculty Council.

2. When divisional representatives are elected to the Faculty Council in January 1999, the representatives from Arts and Sciences, International Studies, Nursing, and TIM shall be elected for one and a half year terms, until the end of the spring 2000 semester. Representatives from Business, Communication, EFP, Professional Studies shall be elected for two and a half year terms, until the end of the spring 2001 semester.

3. During the first semester of operation, the following standing committees will begin to operate: Learning Assessment, Academic Policies, Undergraduate Curriculum, Graduate Curriculum and Policies, Faculty Development Policies and Activities, and Faculty Promotion and Review. Elections shall be held to fill any at large seats on these committees in January 1999.The remaining committees will begin to operate the following summer or fall, and elections for those at large seats shall be held in April 1999.

4. During the 1998/1999 academic year, while the Faculty Promotion and Review Committee is operating under the procedures in the University Senate bylaws, the faculty members of the committee shall select one of their members to serve in place of the committee chair on the Faculty Council.

5. Before the end of the first year of operation, the Faculty Council shall lead a review of the effectiveness of these bylaws and propose any necessary changes to the Faculty Assembly. Special attention shall be given to the size of and allocation of seats on the standing committees.

The following provisos apply to the Faculty Promotion and Review Committee during 1999/2000.

1. During the first year during which these procedures are in effect, all seven members of the new committee shall be elected by the Faculty Assembly. The faculty member with the least number of votes at each rank shall serve a one-year term, and the other four members shall serve for two years. In addition, during the first year, any member may be elected to chair the committee.

2. Ad hoc committees shall be appointed to address ongoing salient issues relating to faculty promotion and review. The initial committees requested are as follows:

    a. Ad-Hoc Committee on Term-to-Career Change of Status and on Feasibility of Developing a Career Track. The focus of this committee would be to address matters relating to the change from term faculty to career faculty status and to investigate the feasibility and the advantages and disadvantages of creating a "Career Track" appointment status. (Complete work in 1999-2000 year.)

    b. Ad-Hoc Committee on Faculty Achievement.   The focus of this committee would be to review and revise as needed the Faculty Handbook content on: requirements for reappointment and promotion, and definitions of areas of faculty achievement to be included in a faculty member's portfolio (including teaching, scholarship, service, definitions of terminal degree, and continuing appointments of long-term faculty who have not earned terminal degrees).

VI. GUIDE TO FACULTY GOVERNANCE

Guide to Faculty Governance at HPU

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HPU Faculty Governance

Information Summary for the 2003 – 2004 Academic Year

<u>Faculty Assembly Office</u>   Downtown, MP bldg room 409
   E-mail   assembly@hpu.edu
   Administrative Coordinator: Carin Iha   544-0848

<u>Faculty Assembly Officers, 2002-2003</u>

Chair, Dr. Patricia Lange-Otsuka   544-1411 also 236-5850
                                                    potsuka@hpu.edu
Vice-Chair, Dr. Jon Davidann   544-0811
                                                    jdavidann@hpu.edu
Secretary, Ms. Mary Smith   544-9328
                                                    msmith@hpu.edu

<u>Faculty Assembly Web Site</u>
- Go to the HPU web site and click on "HPU Campus Pipeline" (Bottom left under leaf).
- Sign in onto HPU Campus Pipeline.
- Go to Assembly Tab on top of page.

- OR Go directly to: http://www3.hpu.edu/facservices/facassembly/fac-asb.html

<u>Faculty Assembly Meetings</u>

August 28, 2003 - Hawaiʻi Loa Campus - Front Lanai
January 15, 2004 - Hawaiʻi Loa Campus - Front Lanai
April 23, 2004 – St. Andrew's Cathedral – Tenney Theater

<u>Faculty Council Meetings</u>
3:00 – 4:30 p.m. in the President's Conference Room (FS 203 C)

	Fall		Spring	
	September 15, 2003		February 2, 2004	
	October 6, 2003			March 1, 2004
	November 3, 2003		April 5, 2004	
	December 1, 2003		April 26, 2004	

[see the Faculty Assembly web site for more detailed information]

I.   What is Faculty Governance?

Governance is defined as "a method or system of government or management." Faculty governance is the system of government or management within the university that give faculty both a voice in and responsibility for academic matters within their purview. The key concepts of faculty governance at HPU are:

- Faculty have primary responsibility for certain academic matters (specifically curriculum and evaluation of faculty for retention and promotion)
- Faculty should have a major voice in academic decision-making

<u>Underlying Assumptions</u>

The underlying assumptions for faculty governance may one day be incorporated into a faculty code of conduct. In the meantime, the three major assumptions could be stated as follow:

- We respect our colleagues, so we treat them with professional courtesy. This applies to our fellow faculty members, to academic administration, and to other personnel in the university. We expect to be treated with the same respect and professional courtesy.
- Because we respect our colleagues, we make every effort to communicate in a timely fashion and involve them and other stakeholders in the decision-making process.
- Processes of governance should be inclusive and open.

These assumptions helped shape the design of faculty governance at HPU and continue to help determine the processes of faculty governance at HPU. The unified voice of all faculty delivered to the university via the faculty council or faculty assembly is much stronger than that of individual faculty or faculty groups.

With faculty governance, faculty now have responsibility for addressing "problems", which might better be re-framed as "goals." It is no longer enough to identify a problem and blame it on others; faculty now are empowered to identify a goal and propose a pathway to reach it. This has far-reaching implications for the ability of faculty to affect change at the university.

<u>Academic Governance and Shared Governance</u>

The new accreditation standards developed by WASC explicitly give faculty the primary role in decision-making for curriculum matters and in faculty evaluation for retention and promotion. However, faculty governance does not give faculty the right to make all decisions at the university.

Within the academic school or colleges of the university, academic administration and staff have responsibility for much of the day-to-day, year-to-year management and implementation of academic policy. Thus academic decision-making involves an administrative-staff voice as well as a faculty voice. This could be called "academic governance" as opposed to "faculty governance" (Figure 1).

Many issues that arise in the academic school or colleges of the university also affect or are affected by the activities of the non-academic school or colleges of the university. In an ideal governance model, decision-making that involves a faculty voice, academic administrative voice and non-academic voice could be called "shared governance" in the University. Effective communication and decision-making in the realm of shared governance relies on mutual respect of the professional expertise of all stakeholders.

Figure 1: Shared Governance at HPU
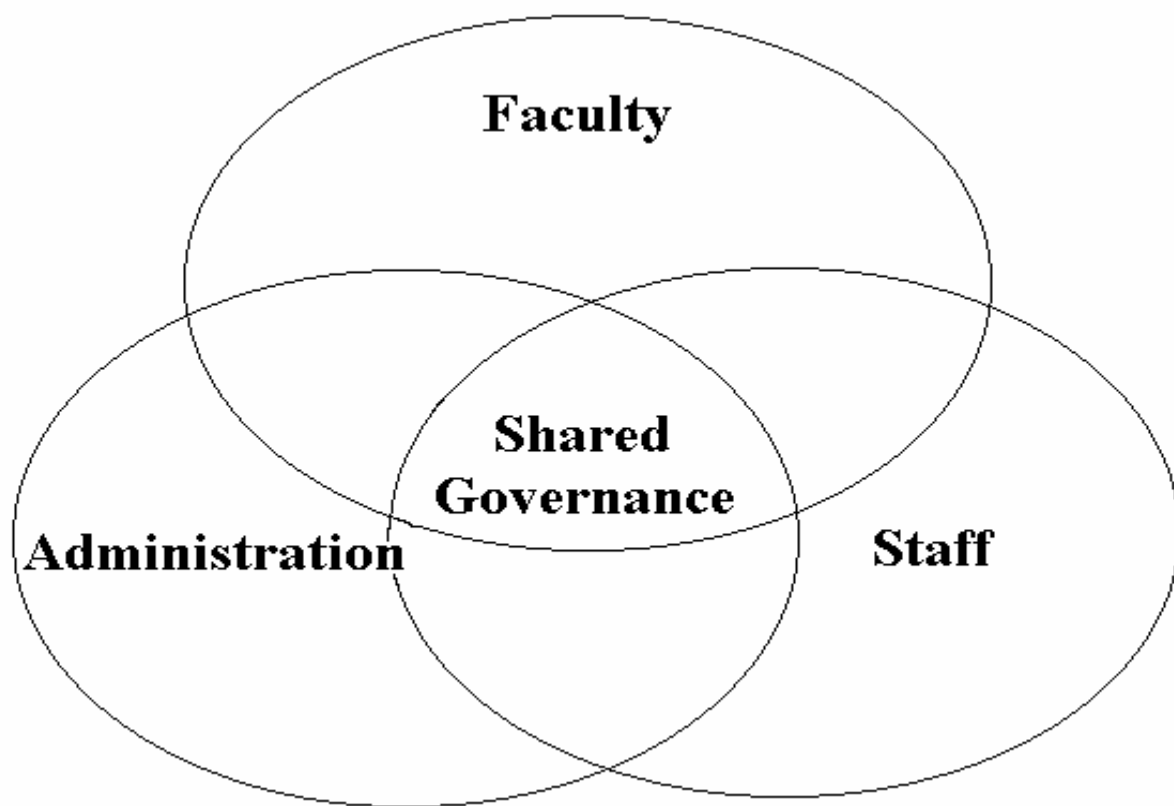
II.   History of Faculty Governance at HPU

The current form of faculty governance at HPU began in May 1998 with the formation of the HPU Faculty Assembly. This event represented the culmination of over a year's effort to give faculty a real voice in the university.

Although HPU has a long history of the involvement of faculty in academic decision-making, until recently faculty did not have an autonomous voice. A University Senate, consisting of faculty, staff and administration, had been in existence at HPU for many years, and provided a governance structure for curriculum and other matters. However, WASC accreditation standards give faculty the primary responsibility for certain academic areas, primarily curriculum, and state that faculty should also have a strong voice in other academic areas. The University Senate had not adequately met these standards, so new governance structures were needed.

The President of HPU was tasked with finding the faculty voice, engaging faculty in academic issues and encouraging development of a faculty governance structure. The result of this was the formation in 1997 of the President's Task Force on Faculty Responsibilities. The President appointed the main committee, but many subcommittees evolved and were opened to non-appointees. These committees considered the different areas of faculty responsibility, specifically:

- Recruitment, qualification and hiring of faculty
- Faculty workload
- Scholarship and professional development
- Faculty responsibilities and academic quality
- Salient issues and faculty governance

Perhaps the most visible outcome of the President's Task Force was the planning and implementation of a faculty retreat to help develop a common vision. This retreat was held for two days in May 1998 at the Hilton Hawaiian Village and was attended by 96% of the faculty. Groups of faculty met through each day and considered various university / faculty issues with the help of a hired facilitator. One important result was the collaborative drafting of a faculty visions and values statement which was subsequently adopted by the rest of the University.

At the retreat the faculty took the formal step of constituting themselves as a faculty assembly (which was subsequently approved by the President). A Steering Committee was chosen by faculty to develop a draft of the by-laws for the new Faculty Assembly. Jeanne Rellahan chaired the Steering Committee; other members were Nancy Hedlund, Daniel Binkley, Warren Wee, John Kearns, Catherine Sustana, Jack O'Keefe, William Potter, Martha Sykes, Les Wiletzky, Alfred Zimermann. Associate Deans that assisted with the work were Gordon Jones, Michael Pavkovic, Brenda Smith, and Warren Wee. John Fleckles also served on this committee for Academic Administration. This committee met through Summer 1998 to complete its task, and was dissolved once it had delivered the draft by-laws to the faculty. However, it was necessary to plan how to phase in the new faculty governance committees and groups into the existing structure, so in Fall 1998 a Transition Team was formed consisting of many of the same individuals as the Steering Committee.

The first HPU Faculty Assembly meeting was held in January 1999; The by-laws were ratified and officers were elected. The first officers to be elected were William Potter as Chair, Martha Sykes as Vice-Chair, and John Kearns as Secretary. About half of the standing committees of the assembly described in the by-laws were initiated at this time; the remainder (with the exception of FPRC) were added in September 1999. In Fall 2000 the Faculty Assembly's FPRC became fully operational and independent of the former faculty evaluation procedures and structures. Thus September 2000 marked the beginning of the first "normal" year of faculty governance at HPU.

III.   The Faculty Assembly By-Laws

The Faculty Assembly by-laws set forth the organization of the faculty governance structure and provide basic rules and procedures for its operation. These by-laws reflect the attitudes, values and assumptions of the majority of faculty towards shared governance. As governance evolves at HPU, these attitudes, values and assumptions will also change and the by-laws will require revision. The most recent version of the Faculty Assembly by-laws can be found on the HPU Faculty Assembly web site at http://www3.hpu.edu/facservices/facassembly/fac-asb.html

A. Amendments to By-laws from changes in organizational structure

If a re-organization of the university occurs, by-laws revision may be required. For example, if a new academic school or college was formed, the number of positions on the faculty council would change and a revision to the by-laws would be required. This type of revision can be made by a unanimous vote of the Faculty Council members present at a regular or special meeting of the Faculty Council, provided that the revision was posted on an agenda prior to the meeting.

B. Other amendments to the by-laws

Revision of the by-laws will be required as governance matures and faculty needs change for faculty. Such changes can include wording of the purpose of committees, addition of new or deletion of existing standing committees, composition of standing committee membership, rules for inclusion as a voting member of the assembly, etc. Revision of the by-laws is a two-step process:
  (1) proposition of an amendment to the by-laws
  (2) ratification of the amendment to the by-laws

Amendments to the by-laws can be proposed by either of two methods:
   (a) At a Faculty Council meeting, two-thirds of the members voting and present support the amendment. To be discussed at the FC meeting, the proposed amendment would have been on the agenda and available for at least a week ahead of time for Faculty Council members to consider.
   (b) At a Faculty Assembly meeting, the majority of members present and voting can forward an amendment to the by-laws.

An amendment that has been successfully proposed by either of the two methods above must be ratified. The by-laws require that this be done by mail ballot, and that a majority of the TOTAL NUMBER OF VOTING MEMBERS OF THE ASSEMBLY must support the amendment for it to be ratified.

IV. Organizational Structure

Faculty governance has the following main components:

• The Faculty Assembly: The body of all voting faculty of the assembly. This includes almost all regular faculty with teaching contracts.
• The Faculty Council: The executive body of the Faculty Assembly, consisting of the Faculty Assembly officers, the chairs of the Faculty Assembly standing committees, and a representative from each school or college assembly.
• Standing Committees: these ten committees are established in the by-laws. All but the Faculty Promotion and Review committee have representatives from each school or college.
• School or college Assemblies: the faculty within each academic school or college form their own school or college assembly and elect a representative to the Faculty Council every two years

In addition to these main components, the Faculty Assembly Office provides administrative support to the assembly and council.

The relationships of these components are given in Figure 2.

Figure2: Faculty Governance Organizational Structure
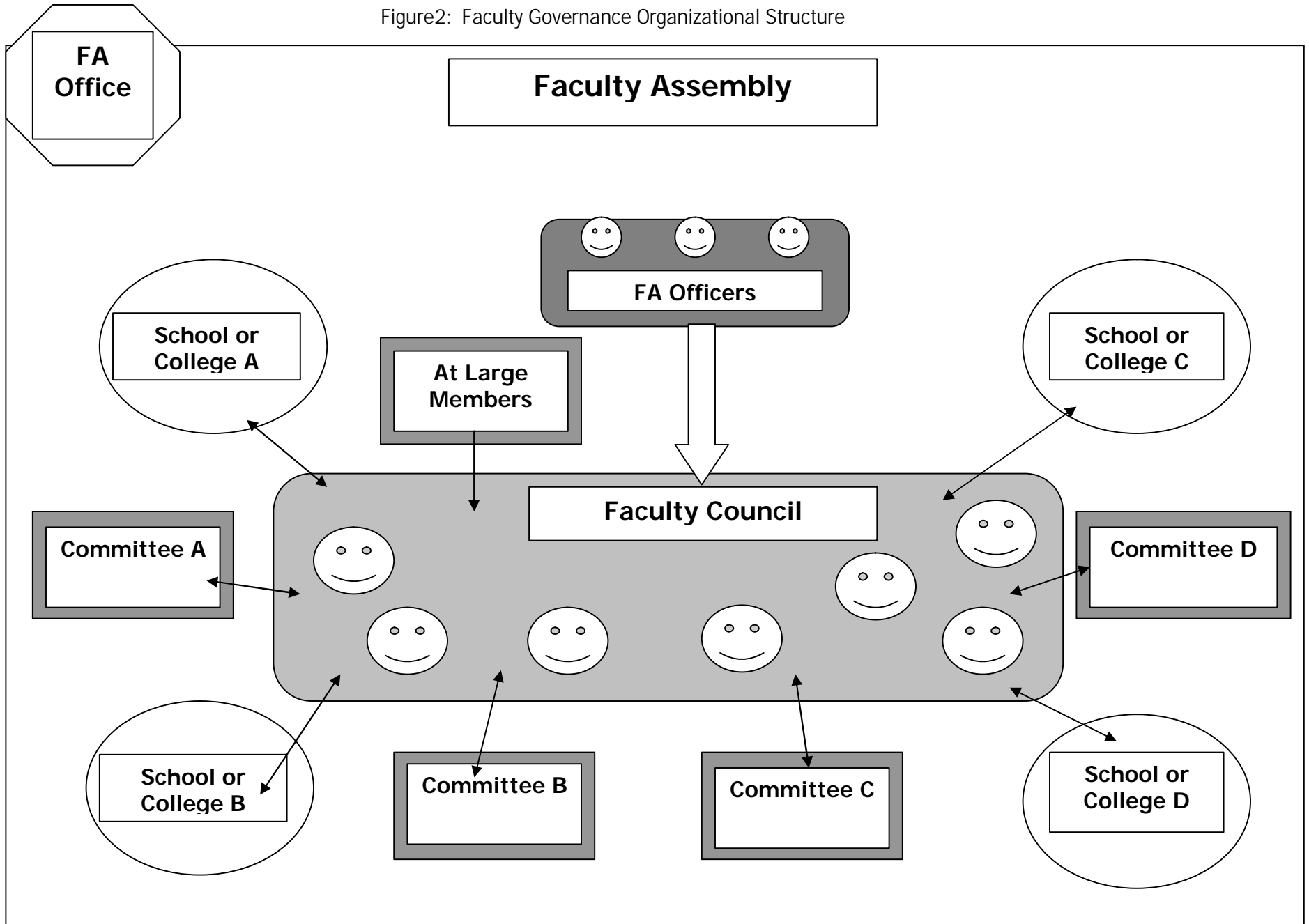
V.   Participation in Faculty Governance

Individual faculty members can participate in faculty governance in many ways. The two most important types of participation are meeting attendance and voting.

Attendance of faculty assembly meetings helps attain quorum, and thus helps to ensure representational governance. Without attendance of a majority of faculty at assembly meetings, quorum is not attained and the business of faculty governance cannot proceed. The importance of the attendance of each and every individual was highlighted at the April 2001 Faculty Assembly meeting, when we needed only one more person to attend to reach quorum.

Of course, it is also important for individual faculty members to be familiar with the proposals and issues being discussed at meetings. All agendas and proposals are posted on the faculty assembly web site prior to the meeting and are available for review. If a faculty member has problems obtaining a proposal or cannot find sufficient information, they should contact the faculty assembly office.

Voting and returning mail ballots is also extremely important, especially when the ballot is for a revision of the by-laws. By-laws revision can occur only by a mail ballot with a majority of voting members of the faculty assembly responding. This is required to prevent dominance of the governance structure and procedures by a small but active group of faculty.

Other ways individual faculty members can participate in faculty governance include:
-   participating in school or college faculty governance activities
-   being a member of a school or college or university standing committee
-   running for office in school or college or university assemblies
-   responding to surveys and questionnaires distributed by the Faculty Assembly Office or the assembly standing committees
-   attending Faculty Council or standing committee meetings as a guest (meeting times and places are posted on the Faculty Assembly web site [http://www3.hpu.edu/facservices/facassembly/f.calend.html]
-   sharing concerns with their school or college representative on the Faculty Council
-   sharing concerns with the at-large members of the council
-   sharing concerns with other members of the Faculty Council

Guidelines for the participation in governance of faculty assembly officers, at-large faculty council members, standing committee chairs and school or college representatives are given in those sections of the guide.

VI.   The Decision Making Process

Changes in academic policy begin with concrete proposals. It is not sufficient to point out that a problem exists – a solution to the problem, or a way of obtaining a solution to the problem, should be suggested. In most instances, more information will be required before a solution can be designed, and a proposal to study an issue may be appropriate.

How are changes made in academic policy at the university? How are new policies proposed? In part, the answer depends on what type of change – curriculum decisions go through a slightly different process than, for example, changes to grading deadlines. The general procedure involves

- generation of an idea by an individual or group of faculty members
- generation of a proposal to the faculty by a committee or school or college
- communication of this proposal to the entire faculty and revision based on responses
- presentation of this proposal to the faculty council and/or faculty assembly for adoption (if adopted) presentation of the proposal to the deans' council
- (if adopted) presentation of the proposal to the rest of the university
- approval by HPU's President

The decision-making process is summarized in Figure 3 and detailed in the paragraphs below.

A.   The Idea

Any faculty member, faculty committee, academic school or college or informal faculty group can propose a revision to current policy or a new policy. The issue could be a matter of importance to the faculty as a whole, to certain categories of faculty (for example, instructors but not assistant professors) or to faculty in a particular discipline (for example, faculty in the nursing college).

For an idea to be considered by the Faculty Council or Assembly, it needs to be turned into a proposal and the input of faculty within the school or college (as appropriate) and as a whole considered. If the idea comes from an individual or informal group of faculty then the input and endorsement of the other faculty within the school or college is usually appropriate, and a draft proposal can be generated. The draft proposal is then presented to one of the standing committees of the Faculty Assembly (the chair and the school or college representative on the committee should be contacted). Once this idea has been presented to the standing committee, the committee will determine whether it deems the issue (1) appropriate for the committee to consider, (2) an important issue, and (3) the priority of the issue. If the issue is appropriate, important and has a high priority, either the entire committee or a subgroup of the committee will further research the idea and prepare a formal proposal.

Figure 3: The Faculty Governance Decision-Making Process

The Idea

Generated by an individual, committee, school or college or council (A)

Standing Committee

Generate a proposal (B)

HPU's President

Approval (G)

Other University Stakeholders

Present the proposal for consideration (F)

Conference Committee

Discussion of proposal

Proposal fails, returned to committee

Faculty Assembly Members

Communicate the proposal and account for feedback (C)

Proposal passes

Deans' Council

Present the proposal for consideration (E)

Proposal passes

Faculty Council

Present the proposal to Council (or Assembly) (D)

If the idea does not clearly belong to a particular standing committee, the chair of the Faculty Assembly can be consulted, or it can be transmitted to a school or college representative on the Faculty Council, or to an at-large faculty council member. In this case the sponsors of the idea should prepare a brief written proposal explaining both the goal and the desired outcome. The brief proposal will be considered as an agenda item at a Faculty Council or Assembly meeting, and a vote taken as to its (1) appropriateness for consideration, (2) its importance, and (3) its priority. If the issue is appropriate, important and has a high priority, the Council will vote to send the proposal to a particular standing committee or will form an ad hoc task force for its consideration. Otherwise the issue will be tabled for future consideration.

How does the council or committee decide whether an issue is appropriate, important and a high priority? These decisions should be based on the stated goals and priorities for the faculty assembly for the academic year, and the stated goals and priorities of the committee for that academic year. Committees and councils can always poll the faculty at large by mail or email to determine whether an issue is important.

B. The Proposal

A proposal for a new or revised policy or practice should contain the following components:

1. Abstract of the proposal
2. Description of the underlying concern
3. Background information on the concern
4. Supporting data documenting the importance of the issue to stakeholders (students, faculty, staff, community, etc.)
5. Inclusive list of all stakeholders (including but not limited to HPU) involved in the issue
6. Description of possible actions that could be taken to obtain a solution / change, and the expected outcomes of each action. This should usually include:
    a) A "no change" scenario – what will happen if nothing changes?
    b) A moderate change scenario and expected impacts on stakeholders
    c) An optimum change scenario and expected impacts on stakeholders
7. A proposed timeline for implementation of the optimum scenario.

In preparing a proposal, the faculty member / committee should provide as much solid evidence and documentation as possible. For information on stakeholders and the impacts on stakeholders, the faculty assembly office and officers should be consulted. Also, the ex officio member of the committee from academic administration should also communicate with committee members to help identify other strengths or weaknesses in the proposal, or potential concerns from academic administration. When ex officio members from non-academic units are on a committee, they should help identify strengths, weaknesses and concerns from their units' perspectives.

The sponsoring committee should also prepare a proposal tracking form which helps keep a record of the history of the proposal and provides documentation that it has been fully communicated to all faculty. This form is available on the Faculty Assembly web site under "Working Papers and Forms" [http://www3.hpu.edu/facservices/facassembly/workpaper/]

C. Communicating the Proposal to Faculty

The Faculty Assembly by-laws require that "committees shall endeavor to hear from all members of the University community who may be affected by the proposal under consideration and to devise recommendations that are agreeable to all those affected". Proposals must have been fully communicated to the faculty members as a whole with account taken of their feedback before being

considered by the Faculty Council. In practice, the Faculty Council has endorsed three methods of "full communication" with faculty:

(1) distribution of the completed proposal to all faculty by email and/or hard copy plus a survey or other response form, plus the documentation of the responses and revisions to the proposal based on the responses.
(2) Open forum discussion of the proposal at a faculty assembly meeting, or at specially called meetings accessible to all faculty (multiple locations and times)
(3) Formal meeting of the Faculty Council with all members having officially presented and polled their constituent school or college assemblies, standing committees or faculty at-large. In this method, faculty council members are expected to be representative of their constituents and to document their communication with their constituencies.

Based on the full communication, revisions are made to the proposal and it can be considered by the Faculty Council or Faculty Assembly.

D. <u>Presenting the Proposal to Faculty Council or Assembly</u>

To be considered by the council, the fully communicated proposal must be placed on the agenda as described in section VI.C. (above); this includes sending a copy of the proposal tracking form and hard plus electronic file versions of the proposal. The draft proposal is placed on the faculty assembly web site under the secure "working papers" section.

Once the proposal is on the agenda, the proposal is presented as a motion by the sponsoring Faculty Council member – the chair of the standing committee or ad hoc task force, school or college representative, or officer. The motion needs no second if it comes from a standing committee.

After the motion has been made to adopt the proposal, discussion ensues according to parliamentary procedures. Generally the author of the proposal is allowed to speak first "for" the proposal. Afterwards council members may speak "against" or "for", alternating turns. No Council member can speak to the motion twice before all council members have had the opportunity to speak. Once discussion is completed, a vote is called and the motion is adopted or failed. Alternatively a motion can be made to send the proposal back to committee for further work.

Once adopted by the Faculty Council or Assembly, the proposal documentation is moved from the secure "working papers" section of the faculty assembly web site to the portion of the site accessible to all HPU employees.

If the proposal adopted by faculty council or assembly affects the faculty assembly by-laws, a separate vote by mail ballot must occur. The by-laws revision goes into effect only if a majority of the entire faculty membership votes to adopt the revision. Once approved, the revision is subject to presidential approval only.

E. <u>Presenting the Proposal to Deans' Council</u>

Once a proposal has been adopted by the faculty council or faculty assembly the Deans' Council considers it. At this point at least certain members of the Deans' Council should already be aware of the existence of the proposal (ex officio member on the Faculty Council plus ex officio member on the committee), and the proposal will be available for review on the faculty assembly web site. The most up-dated version of the proposal is sent to the chair of Deans Council (VP and AD) in both hard copy and e-file.

Once the faculty proposal has been placed on the agenda for Deans' Council, the faculty assembly officer attending the meeting (usually the vice-chair) will consult with the Vice-President and Academic Dean (chair of Deans' Council) to determine if the committee chair should also be invited to that meeting. Otherwise, the faculty assembly officer will present the proposal to Deans' Council.

After discussion of the proposal, the deans' council votes whether to support the proposal as is, support the proposal with revisions, or to fail the proposal. In the latter two cases a conference committee can be formed consisting of members of Deans' Council plus faculty council members to work out a compromise version of the proposal.

In all cases the Deans' Council should send a written response to the Faculty Council detailing their response to the proposal.

F.   Presenting the Proposal to Other University Stakeholders

Most proposals adopted by Faculty Council / Assembly and supported by Deans' Council will impact the non-academic units of the university. In an ideal model of shared governance, formal procedures for collaborative discussion and implementation of these proposals with the non-academic units will be in place. The Faculty Assembly by-laws do not proscribe the actions that academic administration or the non-academic units of the university should take in any given situation. This was a purposeful omission, recognizing that other units of the university need to work out their own governance systems and protocols.

What has been practiced varies depending on the nature of the proposal. For major curriculum changes a formal process has been instituted, that of the Program Implementation Review Committee (PIRC). For other proposals, ad hoc working groups have been formed from various stakeholder groups within the university to provide input.

In an ideal shared governance model, all stakeholder groups within the university will have reached consensus on a final version of the proposal before it is forwarded to HPU's president for final approval.

G.   Approval of the Proposal

The final stage for any proposal, including by-laws revisions, is approval by HPU's president. This step helps ensure that all units of the university will support the changes engendered by adoption of the proposal.

VII.   The Faculty Assembly

A.   General Information

The Faculty Assembly provides a voice for the faculty in the shared governance of the University. It serves to promote and facilitate cooperation and communication among faculty, promote and nurture academic excellence, and, in so doing, promote the common good of HPU. These goals are accomplished through meeting to discuss University issues, creating standing and ad hoc committees, advising the President and other officers of the University, and conducting other activities necessary and appropriate to achieving the purposes of the Faculty Assembly.

As specified in the Faculty Assembly by-laws, all faculty members with term, career, or tenured contracts who have a teaching requirement in their contracts but are not heads of academic school or colleges are voting members of the Assembly. This includes visiting and affiliate faculty members who otherwise meet the qualifications for membership. Faculty members who serve as assistant or associate deans are voting members of the Faculty Assembly, but these individuals may not hold office or serve on committees of the Assembly. Emeritus faculty members who choose to attend meetings are voting members of the Assembly. Adjunct faculty members are non-voting members of the Assembly who are encouraged to attend and speak at meetings but do not vote.

The Vice President of Academic Administration of HPU is an ex officio member of the Assembly without voting privileges.

B. Powers of the Faculty Assembly

When a quorum is present at a meeting [see section XI for definition of quorum] the Faculty Assembly has the following powers:

- Elect officers of the assembly, or remove them
- Propose motions that do not affect the Faculty Assembly by-laws and pass or fail them.
- Propose amendments to the faculty assembly by-laws.
- Change rules of participation for the particular meeting (for example, vote on limits to debate).

C. Faculty Assembly Meetings

Meetings of all members of the Faculty Assembly occur three times each academic year at a time and place established by the Faculty Council. In the past these meetings have been held:
- in August, usually on the same day as Convocation, at the Hawai'i Loa campus
- in January, usually on the same day as Convocation, at the Hawai'i Loa campus
- in April. There is no standard day or location for this meeting, but a downtown location is preferred since the other two meetings are at Hawai'i Loa.

The elected Faculty Assembly Secretary takes minutes of the FA meeting. Usually a tape recording of the meeting is made to help the FA secretary reconstruct the sense of the discussions. Meeting minutes typically do not identify particular speakers in a discussion, just note the different points made in a discussion. The meeting minutes are posed on the FA web site, and approved at the subsequent FA meeting.

The content of the FA meetings has evolved since the inception of faculty governance at HPU. Early meetings concerned discussion and revision of the by-laws, and much times was spent discussing details of wording of the by-laws, often with great repetition. A more useful role has evolved for FA meetings, as a forum for discussion on issues of governance that affect all faculty, generally relating to a proposal or by-law revision pending or to be presented at Faculty Council.

Although Roberts Rules of Order have not yet been formally adopted by the HPU FA (this requires a by-laws revision), the FA members have concurred with limits on debate as appropriate to the topic and situation, to help move matters forward in a timely and collegial manner. Generally when the floor is open for debate and/or comment, each FA member may speak to the motion or issue once for a maximum time of one, three or five minutes. An FA member may speak to an issue a second time only after all members who wish to speak have done sol.

This is one of the few opportunities faculty have to meet together during the academic year, thus the 1.5 hours is very valuable. Thus we try to limit discussion to matters concerning faculty. There are other forums for contributions by non-faculty.

D.   Typical Assembly Meeting Agenda

The Faculty Assembly meeting agendas follow the general form suggested by Roberts Rules of Order:

1. Pre-meeting sign-in
    Before the meeting begins, FA members sign in and pick-up any forms, ballots or other materials for the meeting. This is a separate sign-in from convocation attendance, and helps determine whether a quorum is present for the meeting. The FA Administrative Coordinator is present to help conduct sign-in and material distribution and answer other questions, assisted by other OAA staff. The majority of important documents to be reviewed / discussed at the assembly meeting will have been mailed to FA members at their home address prior to the meeting, and are not re-distributed at the meeting.
    The FA Administrative Coordinator works with the FA Secretary and Vice-Chair to determine whether quorum has been attained, and informs the FA Chair when this happens. The only functions that can be performed in the absence of quorum is report giving and informal, non-binding discussion.

2. Approval of minutes
    The minutes of the preceding FA assembly meeting are approved with corrections made as necessary.

3. Officers' Reports
    The Faculty Assembly Officers give their reports. The nature of these reports depends on which meeting the Officer has attended. Important announcements concerning all faculty may also be made at this time.

4. Old Business
    Old business, if there is any, is attended to.

5. New Business
    Usually this constitutes discussion of issues that pertain to all faculty would benefit from open debate. In most cases a text pertaining to the proposal / topic of discussion will have been distributed prior to the meeting so that all FA members have ample time to consider the issue. Several formats for this discussion are possible. In some instances a forum discussion may center around a panel consisting of, for example, the members of an FA standing committee that has sponsored the proposal to be discussed. In other instances the discussion may be more free form. In all cases, limits to debate are proposed by the FA Chair prior to beginning the discussion and voted on by the assembly. Usually this consists of limiting individuals to speaking for 1 to 5 minutes, and limits individuals from speaking more than once on a particular issue until all other faculty have had an opportunity to talk. The discussion is monitored by the FA Chair, who recognizes individual FA members before they speak. The FA Chair also terminates discussion as necessary.

    If quorum is achieved, the assembly can propose, discuss and vote on motions. If the FA officers anticipate that a vote is to be taken on a particular motion, this is usually indicated when the meeting agenda is published. However, spontaneous motions can be proposed, discussed and voted on during assembly meetings. The only motions that cannot be voted on at an assembly meeting are proposed revisions to the FA by-laws. The existing by-laws require that revisions be voted on in a mail ballot only, and require a majority of all FA members (not just the majority of

those present at a meeting) to pass. However, faculty at an FA meeting can propose such by-laws revisions.

Certain types of new business are taken care of at particular meetings, as discussed below.

6. Elections
At the April meeting, elections of officers for the next academic year are conducted as specified in the Faculty Assembly by-laws. Lists of nominees with short biographical sketches and statements from the nominees are published before the meeting. Additional nominations can occur on the floor of the meeting. If only one person has been nominated, they may be elected by unanimous consent. When there are two or more nominees, paper ballots are used. Details of election procedures are discussed in section XI. School or college representatives should be selected for the new term prior to the April Faculty Assembly meeting.

7. Other News and Announcements
If any time is left, assembly members may bring up any issues, news or announcements.

8. Adjournment
A motion to adjourn may be made by any Faculty Assembly members, seconded by another, and approved by hand or voice vote or by unanimous consent.

E. Agendas for Particular Assembly Meetings

A call for agenda items is distributed by email and posted on the Faculty Assembly web site before the assembly meeting. Any faculty assembly member can request time on the agenda for announcements, but in particular the chairs of FA standing committees and task forces and school or college representatives should request time for discussions / votes on proposals they are considering. The agenda is discussed and approved by the Faculty Council prior to the meeting. A final agenda is determined then distributed at least two weeks before the meeting as required in the by-laws.

A pattern for meeting content has evolved in the 2 ½ years of faculty governance at HPU:

- Fall Meeting: First meeting of the new academic year. The main item of discussion should be goals for the assembly and its committees for the academic year. Typically the chair will briefly summarize the goals and accomplishments of the previous year and assess any unaccomplished goals as well as monitor discussion of future goals. Also, any deficits in officers and at-large positions for the academic year should be noted before this meeting and elections held to fill vacancies.

- Early Spring Meeting: Second meeting of the academic year. This meeting is especially useful for forums or other discussions of proposals being considered by either the Faculty Council or one or more of its standing committees. Generally this discussion should be in line with the goals determined in the previous assembly meeting.

- April Meeting: Final meeting of the academic year. At this meeting elections are held for officers of the Faculty Assembly and at-large positions for the following academic year. Also at this meeting a survey of faculty goals and concerns plus an evaluation of faculty governance is administered.

F. Who Can Attend Faculty Assembly Meetings?

Faculty Assembly meetings can be attended by all faculty assembly members and adjunct faculty, as well as the Vice President of Academic Administration (ex officio member of the assembly) or his appointed representative. Only faculty assembly members can vote. All regular and adjunct faculty are encouraged to participate in discussions. A meeting of the faculty assembly may be closed to non-members by a majority vote of those voting members in attendance.

In certain instances the Faculty Council may invite a non-assembly member to speak to a particular issue. In general, however, assembly meeting time is reserved primarily for faculty discussions.

G.   Special Meetings of the Assembly

Special meetings may be called by the President of the University, the Faculty Council, or by the Chair upon receipt of a petition signed by at least twenty-five voting members of the Assembly requesting such a special meeting.

VIII.   The Faculty Assembly Office

A.   General Information

The Faculty Assembly Office (FAO) is the administrative home of the Faculty Assembly. It provides a link between the Assembly and the Office of Academic Administration (OAA). The FAO was established in December 1999 with the hiring of a half-time secretary. Since that time the administrative responsibilities of the Faculty Assembly have increased greatly and the role of the FAO has expanded accordingly. Now, a full-time Administrative Coordinator staffs the FAO office. The Chair of the Faculty Assembly also has a desk in the FAO in addition to their assigned faculty office.

The FAO is currently located in MP 409 (1188 Fort St, Model Progress Building). The telephone number is 544-0848 (there is no voice-mail in the MP building), and the e-mail address is assembly@hpu.edu. The FAO is open from 7 am – 4 pm Monday through Friday. The FAO may be closed for short periods during the day when the Administrative Coordinator has duties on other parts of campus, so please call ahead if you have an urgent request.

The FAO serves as a collection and distribution center for all matters of faculty governance related to the Faculty Assembly, the Faculty Council, and the standing committees of the Faculty Assembly. Distribution is accomplished whenever possible through e-mail and the Faculty Assembly web site, but certain functions require hard copy distribution by either inter-office or regular mail.

The FAO administrative coordinator is the main point-of-contact for all Faculty Assembly and Faculty Council matters. The Faculty Assembly Administrative Coordinator has responsibility for handling the operations and providing general administrative support for the Faculty Assembly and Faculty Council, and key Assembly committees such as Faculty Promotion and Review and Undergraduate and Graduate Curriculum committees. Another important function of this position is to maintain continuity in FAO functions through the summer term and as the elected officers of the Faculty Assembly change over time.

B.   Faculty Assembly Office Responsibilities

The Faculty Assembly Office supports all aspects of faculty governance at the university level. A summary of these support functions follows:

1.   Support Faculty Assembly committee operations, as follows:

- Collect and archive agendas and minutes from all Faculty Assembly committees.

- Complete Academic Database Change Forms for all new courses, course modifications, new programs, program modifications, and experimental courses.

- Provide end-of-semester summary report on curricular actions to the Vice-President and Academic Dean, and to the Assoc. Vice President for Academic Administration.

- Assist the Faculty Development Policies and Activities Committee with distribution of grant information, assembly and distribution of grant applications to the committee, correspondence relating to faculty grants, purchase orders relating to faculty grants, and archiving applications and grant awards.

- Support, coordinate and facilitate operations of the Faculty Promotion and Review Committee (FPRC):

  - Assist in the preparation of FPRC meeting minutes.

  - Provide confidential collection, copying, and tracking of re-appointment and promotion application packets.

  - Provide confidential distribution of re-appointment and promotion packet copies to school or college promotion and review committees

  - Collect recommendations on applications from school or college deans and promotion and review committees

  - Provide confidential distribution of recommendations to the FPRC.

  - Provide confidential distribution of all meeting agendas, minutes and recommendations to the Vice President of Academic Administration.

  - Prepare and distribute response letters to applicants.

  - Once this process is complete, shred all copies of applications and forward the originals to the appropriate offices.

  - Return the original re-appointment and promotion packets to faculty.

  - Support collection and distribution of information pertaining to Teacher of the Year award

2. <u>Develop and maintain the Faculty Assembly web site and related links:</u>

- Post all Faculty Assembly, Faculty Council, and Faculty Assembly committee meeting agendas, minutes, and working papers on the Faculty Assembly web page.

- Develop and maintain the weekly Faculty Assembly electronic newsletter, with updated faculty governance news, committee agendas, minutes, and working papers.

- Serve as principal liaison with the HPU webmaster and other HPU internet service personnel.

- Develop and update the Faculty Assembly web pages.

3. <u>Implement strategic plans and coordinate all meetings and workshops for the Faculty Assembly office:</u>

- Prepare and update project plans with input and coordination from Faculty Council officers.

- Provide consultative services to faculty and staff about the Faculty Assembly Office and faculty governance. For example, provide new faculty with a faculty governance "orientation" and packet of materials.

- Assist in the development of the Faculty Assembly and Faculty Council and its projects through the creation of brochures, advertisements, flyers, announcements and other promotional materials.

- Coordinate receptions, retreats, and other routine and non-routine meetings.

- Create, maintain, and analyze Faculty Assembly databases (committee proposals, curricular actions, etc.).

- Implement Faculty Assembly elections with input from the Faculty Assembly Vice-Chair.

- With the assistance of the Office of Academic Administration, conduct a review before the beginning of each Fall semester of faculty eligibility for membership in the Faculty Assembly.

4. <u>Manage the daily office operations of the Faculty Assembly office:</u>

- Handle reception duties, including: answering the telephone, taking messages and routing calls as requested; greet and assist visitors; handle telephone, mail and walk-in inquiries from faculty and staff.

- Serve as principal liaison with the Office of Academic Administration, other support departments and faculty committees to ensure efficient operation of the Faculty Assembly, Faculty Council and its committees. Schedule appointments and meetings and attend meetings as appropriate.

- Handle supply ordering and distribution for the Faculty Assembly Office. Prepare all purchase orders for reimbursement and bill payments; prepare supply and printing requests, etc.

- Prepare correspondence and reports for the Faculty Assembly and Faculty Council, and maintain and archive this correspondence and materials. Handle all incoming and outgoing mail.

- Maintain equipment assigned to the Faculty Assembly Office.

IX.   FACULTY COUNCIL

A. <u>General Information</u>

The Faculty Council serves as the executive body of the Faculty Assembly. Members of the Faculty Council consist of:

• The Faculty Assembly officers – the Chair, Vice-Chair and Secretary [one-year terms]

• Chairs of the Faculty Assembly Standing Committees: [one-year terms]
  o Academic Policies
  o Faculty Concerns
  o Faculty Development
  o Faculty Promotion and Review
  o Graduate Curriculum and Policies
  o Learning Assessment
  o Learning Resources
  o Planning
  o Research and Scholarship Activities
  o Undergraduate Curriculum
  o University Life

• A representative from each school or college assembly [two-year terms, staggered]
  o Business Administration
  o Communication
  o Center for English Language Programs
  o International Studies
  o Liberal Arts
  o Natural Sciences
  o Nursing
  o Professional Studies

• Three at-large members – these are elected from the membership of the Faculty Assembly for two-year terms that begin with the first day of the first summer term. Terms are staggered to ensure continuity.

  - All faculty council members are voting members, but when presiding at meetings the chair votes only in the case of a tie.

  - The Vice President of Academic Administration is an ex officio, non-voting member of the Faculty Council.

  - If a vacancy occurs among the school or college representatives the faculty assembly of that school or college will elect a replacement to serve the remainder of the term. Vacancies among the at-large members are filled by an election by mail ballot.

  - The Faculty Assembly can suspend or remove any faculty assembly officer or at-large representative by a two-thirds vote. The faculty assembly of a school or college can suspend or remove their school or college representative by two-thirds vote.

B. <u>Powers of the Faculty Council</u>

The Faculty Council coordinates and guides the activities of the standing committees of the Faculty Assembly, suggests agenda items for the standing committees, and hears reports from the standing committees. Upon demonstration that a committee has fully communicated with the faculty as a whole about pending actions and taken full account of faculty input, the Council certifies the action of the committee as expressing the will of the faculty. In the event that there are objections from other committees or the committee has not demonstrated sufficient attention to the concerns of the whole faculty, the matter is be referred back to the committee for adequate faculty input or referred to the Faculty Assembly for appropriate action at a meeting or by mail ballot. Upon certification that a committee action represents the will of the faculty, the Council ensures that the conclusions and recommendations of the committee are heard by the appropriate administrators and administrative councils and monitors the implementation of those recommendations.

C. Faculty Council Meetings

The Faculty Council meets on a regular basis during the fall and spring semesters. Presently these meetings are scheduled for every third Monday from 3:00 pm – 4:30 pm in the President's Conference Room. A call for agenda items is sent to Faculty Council members at least two weeks ahead of scheduled meetings. The agenda is finalized by the officers of the faculty council and is posted on the faculty assembly website at least one week prior to the meeting. All faculty council meeting schedules, agendas and minutes are posted on the Faculty Assembly web site.

Special meetings may be called by the Chair of the Council or by the Secretary upon receipt of a petition signed by five members.

Faculty Council meetings are open to all faculty members; however, the Council may, by majority vote, decide to close a meeting. The Faculty Council meeting is usually attended by the Faculty Assembly Administrative Coordinator. The Faculty Assembly Secretary (elected) takes minutes of the meeting.

If a standing committee chair or school or college representative cannot make a meeting, a substitute can be sent provided that the committee or school or college has approved the appointment or election of an individual from that committee or school or college as a substitute. In this case, the regular council member has the responsibility of preparing the substitute with all background information for agenda items for the meeting so that informed discussion and voting can proceed. Otherwise, the substitutes should excuse themselves from voting.

D. Responsibilities and Guidelines for Faculty Council Members

Faculty Council members provide the main communication link between their constituent faculty members and this executive body of the Faculty Assembly. Their primary responsibility lies in transmitting information both from their constituents (committee, school or college assembly, or at-large faculty) to the council, and from the council to their constituents. The following guidelines speak to this responsibility.
Faculty council members should study all agenda items prior to the actual faculty council meeting.

- Parliamentary procedure helps ensure that meetings are open and efficient; to this end, meetings follow their published agenda. If a council member has an issue to raise that is not on the agenda, they should wait until the end of the meeting when other new business is discussed (time permitting), place it on the next meeting's agenda, and/ or discuss it with the chair.

- The Faculty Council meeting is the locus of the final discussions of any proposal, whether it is a new degree program or a change to academic policy. There are multiple opportunities for council members to provide input on proposals before it reaches council. The first opportunity would be

at a meeting of the standing committee where the proposal is an agenda item – this should be apparent from the posted meeting schedules and agendas of meetings. The chair of the committee (or the FAO) can be contacted if there is a question when the issue will be discussed in committee. Second, if a proposal from a committee goes to council, the text of the proposal will be posted on the FA web site at least a week prior to the meeting. This gives the council members at least a week to contact the chair of the committee or a council officer to express concerns.

- To be an effective council member it is necessary to attend council meetings. This also enables council to attain quorum so that business can be conducted. Council members should work with their school or college administration to adjust their teaching schedule to permit attending council meetings. If a council member has a conflict with the meeting for an entire semester, it is strongly urged that they step down as chair of their committee or school or college assembly and/or send a substitute designated as such by their committee or school or college assembly. The FAO should be informed of such a substitution as early in the academic year as possible.

- If a council member has missed a meeting, they should read the minutes of that meeting before attending their next meeting.

- If a council member sends a designated substitute they should help ensure that the substitute is familiar with the issues being discussed.

E. <u>Responsibilities and Guidelines for the Faculty Council Chair</u>

- The Chair of the Faculty Council is also the chair of the Faculty Assembly and is thus the "voice" of the faculty. In this role, the chair has no individual voice in faculty governance – the chair's main responsibilities within Faculty Council and Faculty Assembly meetings are to ensure that all faculty voices are heard and that the processes of faculty governance are adhered to. The only time the chair has an individual vote is to break ties in Council or Assembly votes.

- The Chair of the Faculty Council is also the head of faculty governance at the university, and thus the main point-of-contact with academic and non-academic administration. In this role the chair is an advocate for faculty issues, and will work with the Vice President of Academic Administration to facilitate implementation of faculty proposals. The Chair may be asked to serve on university committees / councils with administrators. As faculty advocate, the Chair can also brief the President and others on issues of importance to faculty. It is in this role that the Chair sits on the President's Council, and reports to that council significant events and issues facing the faculty. If the Chair of the Faculty Council cannot attend President's council, a substitute should not be sent without prior specific approval from the Vice President's or President's office.

- The Chair of the Faculty Council works with the FAO administrative coordinator to ensure that the routine business of the faculty council and assembly occurs in a timely and efficient fashion, and in accordance with the faculty assembly by-laws. This includes ensuring that the other components of faculty governance – the standing committees and school or college assemblies – are functioning according to the by laws. If a committee has difficulties in completing their tasks, the Chair's responsibility is to help find a solution. The Chair may ask or be asked to attend the meetings of standing committees in an ex officio status.

- The Chair of the Assembly should receive two course releases per semester while holding the office, and should also receive parking privileges for the downtown campus. The Chair also has an office in the MP building close to the Office of Academic Affairs. These "perks" of office reflect the necessity for being in almost daily contact with the FAO and academic administration in the execution of the responsibilities of office. The Chair also should work with other council

members in identifying the resources necessary for them to fulfill their responsibilities, and advocate for these resources with academic administration.

- One important responsibility for the Chair of the council is in certifying that curricular changes have been through a faculty governance process rather than being put in place by administrators. When curriculum changes (new or revised courses, degree programs, certificates, etc.) are proposed, the documentation of the history of the change is sent to the FAO accompanied by the Academic Database Change Form. The Chair signs the form after reviewing the supporting documentation and ensuring that all components are in place. If any item is absent, the proposal is returned to curriculum committee.

- Participation in faculty governance for any council members is time-consuming and often thankless. The Chair should ensure that a letter of appreciation goes to each council member at the end of each academic year (or the end of their term of office) with a copy sent to their school or college administration.

- The Chair should work with the FAO to try to streamline and clarify faculty governance procedures.

F. Responsibilities and Guidelines for the Faculty Council Vice-Chair

- The vice-chair of the Faculty Council and Assembly is designated by the by-laws as the parliamentarian and the officer in charge of elections. As such the vice-chair is expected to be conversant with Roberts Rules of Order, in particular for the conduct of meetings such as Faculty Council.

- The vice-chair should receive one course release per semester while holding the office.

- Whereas the chair (usually) attends President's Council , the Vice-chair attends Deans' Council. The Vice-chair will receive notice of Deans' council meeting times, venues and agendas from the OAA. The role of the vice-chair in Deans' Council is to advocate for faculty positions on issues and to ensure that the faculty perspective is included in discussions. Through attending these meetings the vice-chair also becomes more familiar with academic administrative concerns and constraints.

- The vice-chair is expected to vote on issues in faculty council and assembly, not to remain neutral as is expected of the chair. However, the vote should reflect less individual opinion than concern for the promotion of the objectives of faculty governance.

- At meetings of Faculty Council, a main role of the vice-chair is to support the chair. Support includes identifying council members who are out of order and otherwise helping the council stick to its published agenda.

- The vice-chair should meet with the chair before each council or assembly meeting to receive any last minute information that would help in performing the business of the assembly.

G. Responsibilities and Guidelines for the Faculty Council Secretary

- The secretary of the Faculty Council and Assembly has major responsibility for documentation of the proceedings of both regular and special faculty council and assembly meetings. The secretary takes minutes at all meetings and afterwards transmits these minutes to the Faculty Assembly Office for distribution.

- For meetings with much discussion a tape recording is useful in completing the minutes.

- The secretary of the Faculty Council and Assembly generally receives one course release per semester. The secretary of the Faculty Council can request use of a notebook computer for taking minutes at meetings.

- Another responsibility of the Faculty Council and Assembly secretary is to support the chair and vice-chair in meetings. However, due to the concentration required to take good minutes at meetings, the secretary may not be unable to actively participate in discussion. If this is anticipated the use of a tape recording to back up the minutes can allow the secretary to participate in council meetings.

- The minutes generally report the sense of what occurred rather then exact quotes from individuals. Generally individuals are not identified as such other than officers of the assembly.

X.   Standing Committees of the Faculty Assembly

A. General Information

The standing committees of the faculty assembly generate most of the proposals considered by the faculty council and faculty assembly. Certain committees play an integral administrative role in the university and have relatively set agendas; these are the Faculty Promotion and Review Committee (FPRC), and the curriculum committees (Undergraduate and Graduate).

For all but the FPRC and the Graduate Curriculum and Policies Committee, each committee has designated positions for representatives from each school or college; the larger school or colleges have multiple representatives: Arts and Sciences (3), Business Administration (2), all other school or colleges one each. An at-large member is elected to the committee if the total is an even number. If a school or college chooses to send fewer than their allocated number of representatives, the empty positions are filled by at-large members. Election of at-large committee members occurs during the spring semester for the following academic year.

Each committee also has at least one non-voting ex officio member from Academic Administration. The purpose of the ex officio position is to promote constructive communication between faculty and academic administration.

With the exception of certain functions of the FPRC and curriculum committees, all standing committee decisions are presented to the Faculty Council before implementation. This review serves to ensure that principles of faculty governance and requirements of the by-laws have been met, and also as a check and balance to prevent a small group of individuals (a standing committee) from controlling faculty policies.

Within each standing committee, committees are relatively autonomous. Each committee elects its own chair from its representative members, and develops published processes and procedures to accomplish its tasks. Each committee determines its meeting schedule and venue for the academic year. Each committee is responsible for maintaining meeting minutes. Other committee responsibilities are given in the section on decision making.

Some other procedural guidelines for standing committees include:
- A school or college can send a substitute member to a standing committee meeting. In this case, the regular member has the responsibility of updating the substitute on any issues under consideration by the committee.
- Standing committees may appoint subcommittees that may include individuals who are not members of the Faculty Assembly.

Other than FPRC, all committee meetings are open to all members of the faculty.
All agendas and minutes are available to any interested member of the university through the FA web site or the FA office.

B. Guidelines for Committee Chairs

- Determine the committee meeting time as early in the semester as possible. Use the schedule planner on the FA web site to facilitate planning meeting times [http://www3.hpu.edu/scheduler/.

- Appoint a committee secretary – someone to take minutes on a regular basis. Minutes are due in e-file form at the assembly office within a week of the meeting. The form provided on the FA web site should be used.

- Meeting dates, times and venues need to be public, so send the committee's schedule as soon as possible to the FA office for posting on the FA web site.

- Proposals from a committee should be placed on the FA proposal form provided under the forms section of the FA web site. Someone on the committee should have responsibility for keeping the tracking form for a proposal up to date.

- If faculty council agenda items relate to committee business, discuss this with the committee, then share this back with council.

- Any proposal / proposed action from the committee should be presented to the faculty council for review. In some cases this will be a courtesy (for example, Faculty Development Committee's plans for Scholarship Day or computer allocations to faculty); in other cases discussion will be appropriate and/or necessary.

- For a proposal / issue to be discussed at council, it must be placed on the agenda. The FA office must be contacted more than one week prior to the scheduled council meeting. If a formal proposal is to be discussed, the proposal action form and text must also be sent to the FA office at this time.

- If there are questions as to whether a proposal is ready for a discussion and vote at faculty council or not, discuss this with the FA chair ahead of time.

- When submitting a proposal to the Faculty Council or Assembly for consideration, it is both inappropriate and ineffective to have previously presented the proposal to the Vice-President, President, or other official of the university for "approval". Such "end-runs" undermine faculty governance and bespeak a lack of respect for the opinion and expertise of faculty peers. In the few known cases where this tactic was used, it backfired when the administration disliked the proposals and refused to consider the issue in the short term. The strength of faculty governance lies in having the will of the entire faculty behind its proposals, and this can only occur when proposals have been processed through faculty council or assembly according to the requirements in the by-laws.

- At the end of each academic year, the committee should review its mission as stated in the by-laws, and summarize its accomplishments through the year. Assessment of future needs and directions should be included. This review should be written and submitted to the Faculty Assembly office.

XI.   School or college Assemblies and Representatives

A. General Information

To have effective faculty governance at HPU, there must also exist governance within each academic school or college. To this end, the faculty of each academic school or college have organized into school or college assemblies. Recognizing the different needs and perspectives engendered by the various disciplines represented in the academic school or colleges, the Faculty Assembly by-laws allow each school or college assembly to be relatively autonomous in the design and implementation of their governance structures.

School or college assemblies are responsible for faculty governance activities within the school or college, in particular, curriculum matters and faculty evaluation. School or college assemblies also decide on which standing committees of the Faculty Assembly they wish to send representatives.

Assemblies must elect one representative to the Faculty Council; generally this individual is also the chair of the school or college assembly. School or college representatives are elected in a school or college assembly meeting prior to the April meeting of the Faculty Assembly and serve a two-year term of office. Usually the assembly will also elect a chair, vice-chair and secretary. In case the school or college assembly chair cannot attend a faculty council meeting, the assembly should designate an alternate, usually the vice-chair.

School or college assemblies meet at the discretion of the faculty within each school or college. Each has formal by-laws which are posted on the faculty assembly web site. These by-laws generally resemble those for the Faculty Assembly but may differ substantially. Similarly the standing committees of each school or college assembly will be modeled on those of the Faculty Assembly but may differ in detail.

School or college assemblies can generate and forward proposals to the Faculty Council and Assembly, just as standing committees do.

B. Guidelines for School or college Representatives

The elected representative of each school or college assembly serves as the communication link between the faculty of that school or college and the Faculty Council. Inherent in this role is the responsibility for the representative to relay information effectively from the Faculty Council to school or college faculty and to obtain feedback from the school or college's faculty. The responsibilities and guidelines for school or college representatives stem from this role.

- School or college representatives should attend Faculty Council meetings. Once an individual has been elected to this position by their faculty, the representative should work with the school or college's administration to permit attendance of the regularly scheduled council meetings.
- For smaller school or colleges this is best accomplished by holding regular meetings of the school or college assembly for the purpose of addressing school or college faculty governance issues and to transmit information to and from Faculty Council. In larger school or colleges alternate approaches may be necessary. Although communication by e-mail is efficient for larger school or colleges, generally it is not sufficient for effective communication and discussion of important issues.
- Another major role of the school or college representative is that of advocate for the faculty of that school or college. Since most school or colleges are grouped by discipline, particular needs and concerns arise in each one. This tends to produce very different responses to issues that are discussed at Faculty Council.
- The school or college representative is the main point of contact between the FAO and the school or college faculty. The school or college representative should ensure that the FAO receives meeting times, venues, agendas, and minutes in a timely fashion.

- School or college representatives do not currently receive course releases for their efforts. The representatives of larger school or colleges should consider requesting a course release provided they are diligent in fulfilling their responsibilities.

XII.   Voting and Elections in the Faculty Council and Assembly

A.   General Information

To accomplish the business of the Faculty Assembly and Council, the members of the assembly and council vote on motions that have been made. Faculty assembly members must also vote for officers and at-large members in elections. The procedures used for such voting derive from Roberts' Rules of Order (RRO), and are specified in the Faculty Assembly by-laws. A summary of voting procedures is provided below, but more information is available in RRO. Loan copies of the most recently published RRO are available in the Faculty Assembly Office.

The following terms help in understanding the voting procedures:
*   Majority: more than half of the votes cast
*   Plurality: the largest number of votes
*   Quorum: a majority of the total number of voting members of the Faculty Assembly / Council

When a vote is held for any reason at a meeting of the Faculty Council or Assembly, a quorum must be present.

In order to pass a motion or elect someone to a position usually a simple majority vote is required. An example of this case is given below:

Example: elect a Faculty Assembly officer (numbers are for illustration purposes only)	
Total number of voting members of the assembly:	200
Quorum	101 or more
Total number of members present at meeting	120
Abstentions / blank ballots	10
Voting members of the assembly	110
Majority of those present and voting	56
Votes for candidate A	75
Votes for candidate B	35
Candidate A won the election	

In some cases a two-thirds vote is required (see RRO).

B.   Election of Faculty Assembly Officers

Requirements for elections of Faculty Assembly officers are delineated in the Faculty Assembly by-laws. The vice-chair of the Faculty Assembly has primary responsibility for planning and implementing elections, both regular and additional elections required by resignations or other changes.

This is a summary of the processes from nomination through election and termination / resignation.

Each office has specific requirements - the Chair of the Assembly must be a career or tenured faculty member. Other positions can be held by any voting members of the faculty assembly. The term of office for each office is one year, beginning on the first day of the summer term.

A call for nominations for the officer positions is posted by e-mail to all faculty in March. Each nominee is asked to provide a short biographical sketch and statement of qualifications / interests.

This information is posted on the Faculty Assembly web site and distributed with other election materials.

Elections for assembly officers occur in the month of April at the Faculty Assembly meeting. A quorum is required to hold the election. In addition to candidates nominated prior to the election, nominations can also be made from the floor. Similarly candidates can also withdraw before the election occurs.

Elections are conducted by the vice chair. Election voting at assembly meetings uses paper ballots which may be blank or have a list of candidates' names, depending on the situation. These paper ballots are collected by the FAO administrative coordinator and another non-faculty helper. The secretary of the assembly may assist. The results are tallied and checked by the vice-chair, then presented to the assembly.

Election requires a majority vote of the <u>members present and voting</u> on the first two ballots for a single position. If there are more than two candidates, a majority is still required for election. For example, if three candidates received 30%, 33%, and 37% of the votes respectively, then no one had a majority of the votes. In this case a second ballot must be distributed; often the candidate with the fewest number of votes may be asked if they wish to withdraw their candidacy. If a third ballot is required, a plurality is necessary for election.

If a position becomes vacant through resignation or other reason, a mail ballot will be implemented within a month of the vacancy. Election requires a majority of votes cast.
In mail ballots for elections, a quorum is not required since the ballots have been distributed to all voting members of the assembly. The election results are based on the ballots returned to the Assembly Office.

In the case that quorum is not attained at the April Faculty Assembly meeting, the officer holding the positions up for election can resign, thus initiating the need for a mail ballot.

In a mail ballot, ballots are distributed by the FAO either by campus mail or US mail. If the voting occurs in summer, a pre-paid return envelope is usually provided. If the voting occurs during the nine months of the academic year then the paper ballots are usually returned to ballot boxes. These ballot boxes are located at the main faculty support centers, specifically:

- The Faculty Support Center, MP 440
- Meader library 4th Floor - Faculty Support Center LB Branch - LB 402
- Hawaiʻi Loa campus Faculty Support Center, 2nd floor

For faculty on the satellite campuses, ballots are mailed to individual faculty with a postage-paid return envelope.
Ballots may also be returned directed to the FAO.

Ballots are counted by the FAO administrative coordinator and an independent, non-faculty assistant under the supervision of the vice-chair and/or chair and/or secretary of the assembly. Results are tallied and checked then published as soon as possible.

C. <u>Election of At-Large Faculty Council Members and FPRC Members</u>

Any voting member of the Faculty Assembly can run for the position of at-large Faculty Council member. Terms are staggered and run for two years. Elections for at-large council members occur in the month of April at the Faculty Assembly meeting.

Although not specified in the Faculty Assembly by-laws, elections for FPRC members also occur in April at the Faculty Assembly meeting if possible.

For both the at-large and FPRC elections, there are often two or more positions up for election in a single category (for example, two associate professor positions on the FPRC) and voters are instructed to vote for that number of positions. In this case, the number of votes is the number of legal ballots cast, and a majority is more than half of that number.

XIII.   Frequently Asked Questions

- How do I contact the Faculty Assembly office?

    By telephone at 544-0848, by e-mail at assembly@hpu.edu, or in person by visiting the office at MP409 (downtown campus). You might also check the Faculty Assembly website if you need information on committee meetings, times, agendas, etc.

- I would like to run for office in the Faculty Council. How do I do this?

    Elections for Faculty Council are held at the April meeting. Nominations are taken usually in the month beforehand but can also be made from the floor at the April meeting. You can nominate yourself or ask someone else to nominate you.

- I need to contact the chair of the Undergraduate Curriculum Committee. Who is it and how can I contact them?

    - *You can ask your school or college representative on the Undergraduate Curriculum Committee for the information.*

    - *You can visit the FA website, find the name of the committee chair, then look up the name, number and email in the faculty directory or using the HPU websites search tool.*

- I would like to be a member of one of the standing committees. How do I do this?

    Each standing committee has representatives from the academic school or colleges and at-large members. School or college assemblies elect the school or college representatives in the spring term for the following fall term. At-large members are elected at assembly meetings or by mail ballot as necessary. Nominate yourself at the school or college assembly meeting, or for the at-large position when the call for nominations is posted (these notices are sent by e-mail to all faculty members). You should probably talk to your present school or college representative(s). This information is on the FA website, or you can ask your school or college assembly chair or secretary.

- I/my school or college has an issue that I would like faculty governance to address. How do I do this?

    Write down your issue in the form of a proposal: a statement of the issue and desired outcome, plus any ideas you have for accomplishing the outcome. This should be first presented to your school or college faculty assembly for discussion and endorsement. At that time the school or college representatives for the standing committees can help determine which standing committee of the FA the issue should go to, and can be responsible for transmitting the proposal to the committee. The school or college assembly chair can also present the issue to the Faculty Council. If the issue is inappropriate for school or college consideration a draft proposal can be presented to a standing committee or to the Faculty Council or Faculty Assembly as a regularly scheduled agenda item (check on the deadlines for agendas).

- I have a great idea but don't know if anybody is working on it. How do I find out?

    You should contact the chair of the Faculty Assembly or the Faculty Assembly Administrative Coordinator. They track all faculty assembly business and can tell you if anyone is / has dealt with the issue.

- My non-academic school or college has a question/issue/idea for faculty governance. Who do I contact?

    You should contact the Chair of the Faculty Assembly or the Faculty Assembly Administrative Coordinator. They can direct you to the appropriate committee or individual or bring up the issue at a Council or Assembly meeting, as appropriate.

- I need to find out what Committee X has been doing. How do I do this?

  - *You can ask your school or college representative on the committee or the chair of the committee. If you don't know who this is, you can ask your school or college assembly chair or secretary, or check the FA website for committee membership.*

  - *You can go to the FA website and review the minutes and agendas of past and upcoming meetings of the committee.*

- I need a course proposal form and an RCA form. Where can I get these?

  Go to the Assembly website and look under the "Forms" section. These can be downloaded directly into your word processor to be filled in. This is useful since you will need to transmit electronic versions of them to the Faculty Assembly Office before they are considered by one of the university curriculum committees.

- There is a curriculum proposal being considered by the UCC that I need to look at. Where can I find it?

  - *All curriculum proposals are posted on the FA website prior to the meeting at which they are scheduled. They are under the protected "Working Papers" section.*

  - *You can ask your school or college representative on the curriculum committee for a copy*

  - *You can contact the Faculty Assembly Office administrative coordinator.*

- My school or college submitted a new course proposal a while back. How can I find out its status?

  Contact the Faculty Assembly Office. The Administrative Coordinator tracks all proposals that go through the Undergraduate and Graduate Curriculum committees.

- An urgent issue has arisen that should be heard and considered by all faculty, but the next Faculty Assembly is three months from now. What can we do?

  You can use any one of the following three paths to request a special meeting of the Faculty Assembly, the latter two are more in the spirit of faculty governance.

  - *The President of the University*

  - *The Faculty Council: contact your school or college representative or the Chair directly and request a place on the agenda of the next regularly scheduled meeting.*

  - *By the Chair of the Faculty Council on receiving a petition signed by 25 voting members of the Faculty Assembly.*

- When is the next meeting of Committee X?

  - *Look in the Assembly website under the master calendar*

  - *Contact your school or college representative on the committee.*

- I'm a new faculty member. How can I learn more about faculty governance?

  - *You can visit the Faculty Assembly website and review the by-laws and other information about the Faculty Assembly.*

  - *You can contact your school or college's representative on Faculty Council (probably the chair of the school or college's faculty assembly) and ask about school or college faculty governance.*

- *You should call the Faculty Assembly administrative coordinator and schedule an appointment for an orientation to the Faculty Assembly office and procedures.*

- *You can read the HPU Guide to Faculty Governance.*

- <u>I'm a visiting faculty member. Can I participate in faculty governance and, if so, how?</u>

  Visiting faculty are voting members of the Faculty Assembly and may participate in the same way that regular faculty participate. See the FAQ for new faculty members for how to participate in faculty governance.

VII. FACULTY EMPLOYMENT

CHAPTER VII.   FACULTY EMPLOYMENT

I.   **Employee Benefits**
   A.   **Group Life Insurance**
   All full-time employees (and those with half contracts) are covered by the University-paid group term life insurance policy which becomes effective first of the month after 90-days of eligible service. Additional benefits provided under the life insurance program are accidental death and dismemberment benefits and Business Travel Accident insurance. Employees may also purchase supplemental life insurance.

   B.   **Medical Insurance**
   1.   The University provides all eligible regular employees (working 20 hours or more per week, for at least 4 consecutive weeks) with individual medical, dental, drug, and vision coverage.

   2.   The University pays at least 50% of the cost of the medical, drug, and vision, and 100% of the dental premium. Your cost for single coverage is based on 1.5% of your monthly salary or 50% of the monthly premium of the base plan (plus additional premium for higher-costing plans.) You may request coverage for your dependents at additional costs.

   3.   Medical coverage begins on the first day of the month following your date of full-time employment. You have the option to waive medical benefits if covered under another medical plan.

   4.   You and your dependents may have the right to pay for continuation coverage upon the occurrence of a qualifying event which would otherwise entitle you to lose group health plan coverage.

   C.   **Supplemental Insurance**
   Employee may purchase a variety of supplemental insurance including accident, cancer, etc.

   D.   **Flexible Spending Plan**
   1.   All regular full-time staff and faculty (holding annual contracts) may participate in this optional benefit which allows employees to use pre-tax dollars to pay for insurance premiums, tax-deductible medical expenses and dependent care expenses. Employees pay less taxes and thus have higher take home pay.

   E.   **Transportation Plan**
   1.   The Bus-it Program allows full-time employees to purchase monthly Bus passes to HPU through payroll deduction using pre-tax monies.
   2.   Contact Human Resources for details.

F. Retirement Benefits

1. All regular full-time staff and faculty (holding annual contracts) may enroll in the University's retirement plan immediately upon completion of one (1) full year of service of 1,000 or more hours. For calculation purposes, the year begins on the first of the month following your full-time start date.

2. The University contributes an amount equal to 11% of your compensation to your retirement account.

3. After five years of service of 1000 or more hours per year you become vested in the plan. You will forfeit all contributions made by the University to your account if you terminate your employment before becoming vested.

4. You are not required to match the University's contribution or contribute in any way; however, you may voluntarily contribute by sheltering a portion of your salary under a Supplemental Retirement(SRA) plan.

5. The University subscribes to the **TEACHERS INSURANCE AND ANNUITY ASSOCIATION AND COLLEGE RETIREMENT EQUITIES FUND (TIAA/ CREF)**. If you would like further information regarding the retirement plan, you may contact the Human Resources Department

G. Temporary Disability Insurance (TDI)

The TDI program is designed to protect you from wage loss resulting from an inability to perform regular duties due to off-the job sickness or accident. The University pays the total premium to protect you from total loss of earnings should you become disabled in some way not related to the job. If eligible, TDI will pay benefits at the rate of 58% of your average weekly earnings up to a statutory maximum beginning with the eighth calendar day of disability. Benefits are paid up to maximum of 26 weeks in any benefit year. It is the employee's responsibility to apply for TDI benefits; forms are available in the Human Resource Department.

H. Tuition Waiver

1. Eligible employees are all regular full-time staff and faculty with annual contracts. Adjuncts and employees working as "Substitutes" are not eligible for tuition waivers.

2. Eligibility commences after 90 days of continuous employment. Eligible employees may take up to six credits per fiscal year (July 1 to June 30)

with a 100% tuition waiver; and additional courses, beyond the six-credits, with an 80% tuition waiver. Eligible employees must pay for all fees, books and supplies.

3.   Dependent children up to age 24 and spouses are also eligible for 80% tuition waiver for any semester or term with no waiting period. These individuals must pay for all fees, books and supplies. Proof of "Spouse" or "Dependent Status" is required and must be attached to the "Tuition Waiver Application" form.

4.   All faculty and staff are responsible to maintaining <u>no</u> outstanding account balances for themselves and their dependents.

I.   Unemployment Compensation Insurance

If it is determined that you are unemployed through no fault of your own, unemployment insurance benefits will provide limited financial compensation. The State Unemployment Insurance Office determines if you qualify for benefits after having examined many factors including the circumstances of the separation, wages in the base year, and your availability for work. Information concerning eligibility requirements and specific benefits can be obtained from the State Unemployment Insurance Office.

J.   Workers' Compensation

The University also provides Worker's Compensation Insurance which provides benefits for a work-related injury or illness. Partial wages for total disability will commence on the third day after the injury or illness. It is University policy that all work-related injuries and illnesses be reported immediately to the employee's immediate supervisor and the Human Resources Department; all accidents require the completion of an accident report. This insurance provides for the payment of medical services for the injury and compensation for lost wages.

K.   Sick Leave

Regular full-time faculty are entitled to accrue sick leave at the rate of eight hours for each month of employment, beginning with the date of hire, accumulate to a maximum for 288 hours. Such sick leave is intended for use in the case of long term injuries or illnesses. Any accumulated sick leave will be fortified upon termination of employment.

Regular full-time faculty not serving in administrative post do not accumulate vacation time since their contracts generally do not require them to work during the summer months, and they are not employed on a basis of a forty-

hour week. Adjunct faculty members accumulate neither sick leave nor vacation time. Holidays on which faculty members are not expected to be at the University are listed in the catalog and also published in a separate memorandum. A faculty member must notify the appropriate dean if they will be absent for classes on any day that is not an official holiday. For more information see *Faculty Absences* on page IV-14.

L. Leave of Absence Policy

The purpose of this policy is to establish the conditions under which the University will grant an employee an approved leave of absence from work for reasons other than those involving leave due to extended illness, medical disability, and to define the terms under which such leaves will be taken.

1. Jury Duty

The University will reimburse full-time regular employees the difference between income (exclusive of travel allowance) from jury duty, or duty as a summoned witness, and regular pay for those hours involved, should a difference exist, for a maximum ten (10) day period. Employees called to serve on jury duty should notify their supervisors immediately.

2. Bereavement Leave
a. Leave with pay is authorized for full-time regular employees upon the death of an immediate family member (spouse, parent, child, brother, sister). Additional leave, without pay, may be arranged, if needed.

b. A maximum of three working days absence for bereavement leave is authorized when the funeral is on Oahu, five days when it is within the state but outside of Oahu, and seven working days when the funeral is outside the state of Hawai'i.

c. Bereavement leave is charged to sick leave. Absences which extend beyond the amount of accrued sick leave will be charged to vacation (for staff) or leave without pay.

3. Family Medical Leave (1993 Family Medical Leave Act Provisions)

a. **Eligibility:** Eligible employees may take unpaid Family and Medical Leave for approved absences due to the following:

    (1)   Upon the birth of the employee's child
    (2)   Upon the placement of a child with the employee for adoption or foster care;

(3)   When the employee is needed to care for a child, spouse, or parent who has a serious health condition;

(4)   When the employee is unable to perform the functions of his or her job because of a serious health condition.

(5)   In addition to the foregoing, up to four (4) weeks of leave may be taken to care for a parent-in-law, grandparent, or grandparent-in-law with a serious health condition.

b.   Length of Leave

Employees who have been employed by Hawai'i Pacific University for twelve (12) months, and have worked at least 1250 hours during the twelve-month period preceding the commencement of leave, may take up to twelve (12) weeks unpaid family and medical leave during each calendar year, unless the leave is taken to care for a parent-in-law, grandparent, or grandparent-in-law. Leave taken to care for a parent-in-law, grandparent, or grandparent-in-law shall not exceed four weeks per calendar year.

Employees who do not meet the twelve month, 1250 hour requirement, but who have been employed by Hawai'i Pacific University at least (6) consecutive months, are eligible to take up to four (4) weeks of family leave each calendar year, but such leave may not be used for the employee's own serious health condition.

Employees will be required to exhaust applicable paid leave before taking unpaid leave in conjunction with leave taken under this policy. For employees who are eligible for up to twelve (12) weeks of leave per calendar year under this policy, and paid or unpaid leave (i.e. workers compensation, temporary disability (TDI), sick leave, leave without pay) taken which qualifies as leave under the federal Family and Medical Leave Act of 1993 ("FMLA") or under the Hawai'i Family Leave Act, if applicable, will be counted towards leave.

Employees receiving partial wage replacement benefits from workers' compensation or temporary disability insurance (TDI), may elect to use accrued paid leave to supplement their wage by signing an authorization form. The combined income may not exceed normal pay.

c.   Use of accrued paid and unpaid leave:

The following University policies regarding the use of accrued paid leave and unpaid leave apply to all employees taking leave:

(1) Accrued Sick Leave: The use of sick leave is for an employee's own personal serious health condition. While under physician care, sick leave must be applied. Unpaid leave begins after all sick leave is used.

(2) Unpaid Leave: Leave without pay is applied only after paid leave is exhausted.

An adjustment will be made to the sick accrual date when a period of leave without pay exceeds 30 calendar days. The new sick accrual date will be changed from the current date to a later date by the total period of unpaid leave taken.

Leaves that are allowed under both federal and state law will be counted toward the employee's entitlement under both laws.

Spouses who are both employed by the University are entitled to a combined total of twelve (12) weeks of leave (rather than twelve (12) weeks each) for the birth or adoption of a child or to care for a parent with a serious health condition; leaves are provided that each spouse is entitled to a minimum of four (4) weeks of individual leave.

d. Return to Work

(1) Key Employees: If the employee requesting leave is a "key employee" (a salaried employee who is among the highest paid ten percent (10%) of Hawai'i Pacific University's employees), and keeping the job open for the employee would result in substantial economic injury to Hawai'i Pacific University, the University can deny reinstatement to the employee if leave is taken for his/her own serious health condition, or if leave is taken for any reason other than to care for grandparents, grandparent-in-laws, or parent-in-laws, if more than four (4) weeks of leave is taken in a given calendar year. Key employees will be notified, at the time they submit their request for leave, of the possibility that they will be denied restoration to employment. Key employees who elect to take leave may request reinstatement at the conclusion of the leave period, at which time the University will determine whether reinstatement should be denied because of substantial economic injury to the University.

(2) **Other Employees:** For employees other than key employees, the University will attempt to restore the employee to the position held when the leave commenced; however, if that is not possible, the employee will be restored to a position with equivalent pay and benefits.

e. Intermittent Leave

Leave may be taken on an intermittent or reduced leave schedule for leave qualifying under the Hawai'i Family Leave Act for the first four (4) weeks of such leave. Thereafter, intermittent or reduced leave is permitted only if medically necessary for a serious health condition of the employee or his or her spouse, child or parent. Intermittent or reduced leave upon the birth, placement for foster care or adoption of a child is not permitted beyond the first four (4) weeks of annual leave unless advance written approval is obtained from the Human Resources Department.

The University may require the employee to transfer temporarily to an alternate position which better accommodates recurring periods of absence or a part-time schedule, provided that the position has equivalent pay and benefits.

f. Notifying Hawai'i Pacific University of Your Need for Leave

When the need for leave is foreseeable (for example, for the birth or adoption of a child, or planned medical treatment) the employee must provide reasonable advance notice and make efforts to schedule leave so as not to disrupt University operations. The employee should complete the Request For Family and Medical Leave Forms. In case of illness, the employee will be required to report periodically on his/her leave status and intention to return to work.

If the need for FMLA leave is unforeseeable (for example, because of medical emergency), advance notice is not required, but the employee must notify the University of his/her need to take leave as soon as possible. In emergency situations, the employee should submit the required request for leave and medical certification forms as soon as possible.

g. Required Medical Certification

Hawai'i Pacific University will require medical certification completed by a health care provider to support a claim for leave on

a company-provided form. At its discretion, the University may require a second medical opinion at its own expense. If the first and second opinions differ, the University, at its own expense, may require the binding opinion of a third health care provider, approved jointly by the University and the employee. If the leave is taken for the employee's own serious health condition, the University may also require periodic recertification.

For leave due to the birth of a child, the University will require medical certification issued by a health care provider, the family court, or certification of the placement of the child for adoption with the employee issued by a recognized adoption agency, the attorney handling the adoption, or by the individual officially designated by the attorney handling the adoption, or by the individual officially designated by the birth parent to select and approve the adoptive family.

As a condition of returning to work, the University may require the employee who took leave for his or her own serious health condition to obtain and present certification from the employee's health care provider that the employee is able to perform the essential functions of the position held. Reinstatement may be delayed until the employee submits a fitness-for-duty certification.

h.   Maintenance of Group Health Insurance While on FMLA

The University will continue to pay its share of the premium for group health insurance coverage for the employee for the duration of FMLA leave. Employees are expected to make arrangements to pay for the employee's share or to continue other types of benefit coverage before taking leave.

i.   Employee's Responsibilities

It is your responsibility to timely complete your leave request forms to assure reinstatement and benefit continuation for the duration of such approved leave. If you are unable to return to work at the end of any approved leave, it is your responsibility to timely request additional leave.

4.   Voting Time

The University encourages all eligible employees to register and vote in Primary, General, or Special Elections. On election day, you will be given up to two hours off with pay for voting time if you are unable to

vote before or after working hours. Supervisors must be notified at least one week in advance if this voting time is required. Voting stubs must be turned in to the supervisor in order to receive paid voting time leave.

5. Other Leaves
   a. Leave of absence without pay is available for compelling or unusual circumstances. You must state a reason for the leave, beginning and ending dates, and date returning to work. After your supervisor's review, the President will make the decision whether or not to approve the requested leave of absence. You are not permitted to accept employment with another employer during a leave of absence without forfeiting all re-employment rights, unless otherwise approved by the President. Benefits will continue for the month in which leave begins. You are required to pay the full share of benefits to cover the leave period before leave begins. It is your responsibility to make these arrangements to insurance coverages from lapsing.
   b. Leaves of absence for other reasons may be granted, depending on the facts and circumstances of each case. Approval of such leaves will be at the University's discretion and are not to exceed three (3) calendar months. Extensions may be granted on a case-by-case basis when in the best interest of the University. Leaves for out-of-state travel will not be granted more than once in three (3) years.
   c. You must inform the University of your intention to return to work at least two (2) weeks prior to the expiration of the leave. If the University is not informed, you will be deemed to be voluntarily terminated.
   d. Upon your notice to the University of availability to return to work, the University may not be able to guarantee you your former position. However, the University will endeavor to return you to your former position or to a similar one commensurate with your ability and experience.

II. University Policies

A. Comprehensive Non-Discrimination Notice
Hawai'i Pacific University is an equal opportunity/affirmative action institution and prohibits discrimination against and harassment of any person on the basis of race, color, national origin, religion, gender, sexual orientation, age, ancestry, marital status, disability, arrest and court record, or veteran status.

This policy is intended to be consistent with the provisions of applicable Local, State and Federal laws and covers admission and access to, as well as participation and treatment in, the University's programs, activities, and

services. With regard to employment, the University is committed to equal opportunity in all personnel actions, policies, procedures, and practices.

Inquiries regarding the equal opportunity policies, access for disabled persons, or complaint procedures, may be directed to:

> Linda Y. Kawamura
> EEO/Affirmative Action Officer
> Hawai'i Pacific University
> 1166 Fort Street, #201
> Honolulu, HI 96813
> Telephone 808/544-1191
> Email: lkawamura@hpu.edu

Inquiries regarding Federal law and regulations concerning non-discrimination in education or the University's compliance with those provisions may also be directed to:

> Office of Civil Rights, Region X
> U.S. Department of Education
> 915 Second Avenue, #3310
> Seattle, WA 98174-1099

B. Faculty/Staff Obligations Regarding Altercations, Injuries and Possible Criminal Acts

All faculty and staff, as members of Hawai'i Pacific University, have very definite responsibilities and obligations in the following serious situations: (1) altercations between two or more members of the University, whether two students, a student and faculty member, or other; (2) personal injury sustained by a University member; and (3) belief that a criminal act may have been committed.

1. **Altercations**. Faculty and staff should do their best to stop altercations between students or other University members that have erupted into physical fighting or seem likely to erupt. If it seems difficult or dangerous to do so, they should immediately contact security and geographically proximate administrators. After the fact, faculty or staff who have been on the scene will be asked to submit a report of the events they have witnessed. In the case of altercations between two students, for example, these reports are used by the Student Conduct Review Board in their deliberations.

2. **Personal Injury**. Faculty or staff who become aware of another member of the University community who has sustained an injury—even if this injury is the result of an altercation between two students—should assist the injured party in any way possible. If the injury is serious, the faculty

or staff member on the scene should immediately report the situation at once to an appropriate administrator. If it is evident an ambulance should be called, then the faculty or staff member should call the ambulance. If a student simply seeks information about how to get to a doctor, or needs help getting there, the faculty or staff member should assist the student as much as possible or alert an appropriate top administrator to do so. Due to liability, faculty or staff should not use their personal vehicles to transport injured. If necessary, accompany in taxi. Faculty or staff who have been injured or who witness an injury are required to submit an Accident Report.

3. **Belief That a Crime Has Been Committed.** Faculty or staff who have reason to believe a criminal act has been committed, should assist the alleged victim of the crime in every way possible. The faculty or staff member should immediately contact the University officer closest to the scene.

4. For more details on emergency procedures, access the Safety and Health Manual of the Disaster Manual on Campus Pipeline under the HR tab.

C. Pay Period/Paychecks Policy

The purpose of this policy is to establish guidelines for pay periods and pay check distribution. The year consists of 24 semi-monthly pay periods. Paydays for all of the University's staff and faculty fall on the 15th and on the last working day of each month. The exact pay schedule is available in the Finance Department or the Human Resources Department.

1. Distribution of Paychecks

Paychecks are distributed by the Payroll Office or designated representatives. The University has no mechanism for early, i.e., prior to payday, distribution of paychecks. Employees who will not be present on payday should make appropriate arrangements with their supervisor for the handling of their paychecks. Upon special written request to the Payroll Office, paychecks may be mailed to an employee's home or to an alternate address.

2. Direct Deposit

You may authorize deposit of your check directly into your bank account provided it is an approved bank. You must complete the proper authorization agreement in the Human Resources Office. Participating staff will receive a pay stub in lieu of a paycheck. The paystub will list withholdings, deductions, gross pay, and net pay. Contact the Human

Resources Department for forms or additional information regarding direct deposit.

3. Lost Paycheck

If you lose your paycheck, your supervisor and the Payroll Office should be notified immediately. The Payroll Office will submit a "stop payment order" to the bank the employee may be responsible for the stop-payment change. A new check will be issued by the University after receiving notification from the bank that the first check has not been cashed. If the lost check is recovered after notifying payroll, it should not be cashed or deposited as it will be rejected by the bank. Instead, return it to the Payroll Office or to your Supervisor.

D. Personnel Records

The purpose of this policy is to define guidelines and responsibilities for protecting the confidentiality of materials and information contained in HPU's personnel files.

1. All personnel records are confidential, and access to them is only by approval of the Human Resources Department. The University requires that files be as complete and up-to-date as possible to assure accuracy. If there are changes regarding address, telephone number, dependency, educational accomplishments, professional, political, or fraternal organization appointments or honors, or other related matters, it is your responsibility to inform the University through the administrative assistant in the respective academic school or college

2. Because of the personal nature of the information contained in each file, the University respects the confidence of the persons providing such information and keeps all personnel records in a secure location.

3. Only appropriate personnel (President, authorized Human Resources personnel, and your supervisor(s)) have access to personnel files. Files may not be removed from the room in which they are kept.

4. You have the right to see your HPU file in the presence of the Human Resources Associate Vice President or the Assistant Director of Human Resources. However, you may not alter any records but may request added information (with proper identification) or corrections to be made.

5. Copies of certain documents in personnel files may be made with the approval of the President.

6. Bonafide law enforcement agencies do have access to personnel files with appropriate releases.

E. Statement On Drug-Free Campus and Workplace

Hawaiʻi Pacific University places a very high value on its students, faculty, and staff and is committed to providing a safe and healthful working and learning environment. In achieving that end, the University complies with federal, state, and local laws to provide the Hawaiʻi Pacific community with a drug-free school and workplace.

Hawaiʻi Pacific's policy prohibits the *unlawful* manufacture, distribution, dispensing, possession or use of controlled substances, drugs or alcohol, on university grounds, or other university sponsored locations and activities. In the event that a member of the student body, faculty, or staff violates this policy, action will be taken up to and including termination of employment from the University. In addition, the university abides by all federal and state statutes regarding the unlawful use of illicit drugs and alcohol, and is obligated to report any such illegal activities to the local law enforcement offices. Prosecution may result in fines, imprisonment, or both.

The law requires employees to report to university administrators any criminal drug conviction for a violation occurring in the workplace within five days after conviction. Only convictions that take place while the employee is working on university business, on or off university property, must be reported. The law also requires that within 30 days, Hawaiʼi Pacific University must take appropriate action against the employee or student up to and including termination of employment or suspension from school, or require the employee or student to satisfactorily complete an approved drug abuse assistance, treatment, or rehabilitation program.

Further, the university outlines disciplinary sanctions for violations of student and employee conduct codes in the *Student Handbook* and elsewhere in the *Faculty Handbook*.

In accordance with recent drug-free legislation which has become federal law, the university has established a drug-free awareness program. As a part of this program, information will be distributed annually to the student body, the faculty, and the staff, describing the health risks and legal sanctions linked to substance abuse, as well as rehabilitation and treatment programs available, through the university referral, in the Oahu community.

The university will also provide, through community resources, annual training/educational workshops to faculty and staff through videos and written information and to students by way of seminars and lectures.

In addition, an Employee/Student Assistance Program (ESAP) has been established to provide individuals with assistance in locating appropriate counseling and treatment. A comprehensive listing of community services and resources is available from the ESAP. Participation in the ESAP is available to all full and part-time students, faculty, and staff, and will not jeopardize future employment or advancement, nor will it protect workers from disciplinary action for continued violations. Records of participation in the ESAP are kept strictly confidential.

Drug and alcohol abuse have numerous mental and physical health consequences. An individual's life span may be shortened, lifestyle impaired, and work productivity lessened. Often financial difficulties are suffered, normal family life is destroyed, and friends, associates, and co-workers are affected.

The University counts on the full support of the entire Hawai'i Pacific community to remain a drug-free workplace and campus. The university will, however, provide confidential referral to the various resources which are available to provide help through counseling and treatment.

III. SEXUAL HARASSMENT POLICY

The following policy statement on sexual harassment, assault, and abuse for Hawai'i Pacific University has been approved by the President and the Board of Trustees. Included with the policy statement are the procedures for the resolution of complaints of sexual harassment, assault, and abuse, a policy statement on sexual offenses, and the procedures for the resolution of complaints.

A. Policy Statement

1. It is the goal of Hawai'i Pacific University to provide the faculty, staff, and students with an environment free from sexual harassment and sexual offenses.
2. Sexual harassment threatens the careers of students, faculty, and staff. It is viewed as a violation of Title VII and Title IX of the 1964 Civil Rights Act
3. While sexual harassment and sexual offenses occur most often in situations of power differential between the persons involved, this policy recognizes that sexual harassment/sexual offenses may also occur between persons of the same University status (i.e. student-student, faculty-staff, staff-staff, as well as non-University personnel-University personnel).

B. **Definition of Sexual Harassment**

1. **University Employees:** unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature (including explicit language, jokes, etc.) are considered harassment when:

   a. The employee must submit to the offensive conduct as an explicit or implicit condition of employment (for example, to maintain his or her position).

   b. The employee's job status is affected by the acceptance or rejection of sexual advances.

   c. Sexual conduct unreasonably interferes with an employee's work performance or creates a hostile intimidating, or offensive working environment.

2. **Consensual Relationships Between Faculty and Student or Between Supervisor and Employee:** The University does not condone romantic and sexual relationships between faculty and students, or between supervisors and employees.

3. **Students:** The imposition of sexual behavior on others is considered a violation of students' rights. Actions involving sexual intimidation, sexual abuse, sexual assault, engaging in obscene behavior, or other unwelcome, intimidating, hostile, abusive, or offensive conduct of a sexual nature are strictly prohibited.

C. **Definition of Sexual Offenses:**

1. **Forcible Sexual Offense:** is any sexual acts directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

2. **Nonforcible Sexual Offense:** is an unlawful, nonforcible sexual intercourse. (Incest, statutory rape)

D. **Reporting Procedures:**

1. **Sexual Offense:** In any and all cases of forcible or nonforcible sexual offenses, the complainant should immediately contact the closest available Hawai'i Pacific University administrator or advisor, who may assist in notifying on-campus security and/or law enforcement authorities. It is critical that all evidence be preserved as may be necessary to proving criminal sexual assault. The complainant will be

notified of available on-campus personal counseling; who may refer the complainant to off-campus counseling services.

2.   **Sexual Harassment:** Anyone in the University community who believe he/she has been sexually harassed or knows of someone who may have been sexually harassed, is advised to bring the matter to the attention of the Affirmative Action Coordinator (AAC), who reports directly to the President. (In the case where the AAC should be a direct party to the complaint, the initial contact will be through the President, who may, at his discretion, appoint a substitute for the AAC).

E.   **Procedures for the Resolution of Sexual Harassment/Sexual Offenses**

1.   **Informal Resolution:** The person who believes he/she has been harassed will discuss the matter with the AAC, who may conclude that an investigation is in order. The AAC will make a record of the details of the complaint, but nothing will be placed in any personnel or student file at this step.   The matter may be terminated with discussion and counseling by the AAC, who may also draw on support and counseling services to assist complainants.

2.   **Formal Resolution:**

   a.   If deemed appropriate, the AAC will conduct an investigation into the situation. The AAC may interview the complainant, the accused, and witnesses. The facts will be evaluated and the AAC will make a determination. The AAC will advise the President of all proceedings.
   b.   If sexual harassment is found to have occurred, the AAC may issue sanctions or refer the matter to the Student Conduct Board. Notification will be given of options and available assistance in changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available.
   c.   If either party is not satisfied with the resolution of the problem, the AAC will inform the President. The President or Student Conduct Board will then discuss the problem with both parties and determine, what, if any, action is in order. Both parties have the right to be informed of the outcome of any disciplinary hearing involving sexual assault. The case is closed when both parties accept the President's or Student Conduct Review Board's resolution.
   d.   Any disciplinary action taken with the President or the Student Conduct Review Board will be recorded in the accused person's personnel or student file.

e.   If either party is not satisfied with the President's or Student Conduct Review Board's resolution, either may request the President to appoint a committee to conduct a hearing.

3. Hearing

a.   The President retains the option of appointing a committee for the purpose of conducting informal hearings on complaints of sexual harassment not resolved at the first two steps. This committee will meet within 20 days of referral.

b.   The University's attorney may serve to advise the committee on substative or procedural issues that arise under the *University's Sexual Harassment Policy.*

c.   At the hearing, both complaint and respondent shall be allowed opportunity to be heard and to present witnesses and evidence.

d.   The complaint and the accused have the right to have others present (in support or advisory roles) during a campus disciplinary hearing.

e.   The committee shall make a recommendation to the President, who may accept or reject the committee's recommendation.

f.   Both parties shall be notified of the outcome of any disciplinary hearing involving sexual assault.

g.   The President will keep the appropriate vice president informed in cases involving University employees.

h.   Notification will be given of options and available assistance in changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available.

F. Sanctions

Violations of the University's *Sexual Harassment Policy* may be handled in several ways. These sanctions may include, but not be limited to, warning, reprimand, reassignment, suspension without pay for a specified period, or termination for cases involving University employees. For student cases, refer to the *code of Student Conduct* section II. Disciplinary Procedures.

G. Eligibility to Work in the United States

f.   The Immigration Reform and Control Act of 1986 prohibits this institution from employing any person not legally authorized to work in the United States. In accordance with the requirements, all persons commencing or resuming work after November 6, 1986 must submit to the University documentation evidencing their eligibility to work in the United States. Anyone submitting false documents shall be terminated. In fulfilling its obligation under this act, the University

reaffirms its commitment to comply with both state and federal nondiscrimination laws.

VIII. APPENDIX

HAWAII PACIFIC UNIVERSITY
INSTITUTIONAL REVIEW BOARD

POLICY ON RESEARCH
WITH HUMAN SUBJECTS

Revised 03/19/02

POLICY ON RESEARCH WITH HUMAN SUBJECTS

Many forms of research in which human beings participate as subjects must be approved by the Institutional Review Board (IRB) of Hawaii Pacific University (HPU). Specific exemption criteria may apply to some research (see page 8, Exempt Review). For research requiring IRB approval, these policies and procedures apply and approval must be obtained prior to involving subjects and prior to distributing any information or written materials to subjects. They also apply to all research sponsored by external funding agencies, to University-sponsored research and to unsponsored research. They apply to all research conducted under University auspices or as a part of an investigator's professional activities as an employee of the University. It does not apply to research entirely unrelated to the University. However, employees may choose to submit unrelated research for IRB review.

HPU's human subjects policy was developed in accordance with the Federal Policy for the Protection of Human Subjects, published in the *Federal Register* on June 18, 1991, as a final common rule for participating federal agencies (*Institutional Review Board Guidebook* and *Belmont Report*). HPU's policy, like the federal policy, is designed to safeguard the rights and well being of human subjects, and to ensure that the principles of respect for persons, beneficence, and justice are met by proposed activities involving human subjects.

DEFINITIONS (as defined in the federal policy)

Beneficence: an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm.

Human Participant: a living individual about whom an investigator (whether professional or student) conducting research obtains (a) data through intervention or interaction with the individual, or (b) identifiable private information.

Informed Consent: a person's voluntary agreement based upon adequate knowledge and understanding of relevant information, to participate in research.

Interaction: includes communication or interpersonal contact between investigator and subject.

Intervention: includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes.

Minimal Risk: the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Principal Investigator: the scientist or scholar with primary responsibility for the design and conduct of a research project.

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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 which 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 is individually identifiable when the identity of the subject is or may be readily ascertained by the investigator or associated with the information.

Research: a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.

Vulnerable Subjects: Federal regulations requires that IRB give special consideration to protecting the welfare of particularly vulnerable subjects such as children, prisoners, pregnant women, mentally disabled persons and economically or educationally disadvantaged persons.

PRINCIPLES

A. Research on human subjects serves to advance the study of human thought, behavior, and physical make up and ultimately the knowledge base of science. This positive outcome of research is defined as one form of beneficence. However, research also has potential risks and hazards to human subjects. The purpose of the Institutional Review Board is to evaluate all research proposals, to determine what risks may be present for subjects, and to assess how these balance against benefits to subjects and the advancement of knowledge.

B. The IRB requires that researchers recognize and practice the principle of respect for persons, that is, upholding their choice about whether to participate in any proposed research and their right to be properly informed about the nature and conduct of such research. Potential subjects must be given the opportunity to choose whether to participate through an informed consent process. An informed consent document ordinarily signals their awareness of the research to be performed and their understanding of the potential risk to them. In the case of minors or others not capable of giving true informed consent, their legal representative must be consulted for informed consent. The IRB will review all proposals, including informed consent documents (where applicable), to insure that the participation of subjects is voluntary and their consent is based on adequate information about the project.

C. Both the benefits and burdens of participation in research must be distributed fairly across all populations to ensure justice. Researchers must take care not to overburden vulnerable populations who, by virtue of their status, may be coerced to participate. These populations include fetuses, pregnant women, children, prisoners, physically or mentally disabled persons, persons with acute or severe physical illness, persons who are economically or educationally disadvantaged, or persons subject to military discipline. The IRB will assure that the subjects are selected fairly and appropriate selection procedures are followed so that no one group is disproportionately burdened.

D. The University's policy places primary responsibility for the protection of human subjects with the Principal Investigator.

RESPONSIBILITY

The Principal Investigator has the responsibility to bring research proposals that involve human subjects to the IRB. In accordance with federal regulations, approval of a project extends one full year from the anticipated start time. If the project extends beyond that date, the Principal Investigator must request a review 30 days prior to the end of the first and any subsequent years or permission to conduct the event will be suspended. If the project changes or there is unexpected harm to human subjects, the Principal Investigator must apprise the IRB of those changes immediately.

SCOPE OF AUTHORITY

The IRB shall have authority to approve, require modifications in (to secure approval), or disapprove the research, and to conduct continuing review of the research at intervals appropriate to the degree or risk, but not less than once per year. The IRB reserves the right at any time to seek clarification from the investigator and/or require alteration and resubmission.

The IRB shall have authority to require that information given to subjects as part of informed consent is in accordance with the requirements for informed consent, listed below, (see p.12, Informed Consent) and if necessary for the protection of human subjects, to observe or have a third party observe the consent process and the research.

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 serious harm to subjects. Any suspension or termination of approval shall include a statement of the reasons for the IRB's actions and shall be reported promptly to the Principal Investigator, appropriate institutional officials, and the appropriate granting agency official. Suspension or termination of the research project will be immediate.

MEMBERSHIP

The IRB shall be comprised of a minimum of seven standing members with a quorum of five persons and alternates as the chair deems necessary: six representatives of the University (one academic dean, four faculty members and one who may be a member of either the faculty or staff), one student member, and one community member. The University representatives (faculty or staff) and the community member are selected for three-year terms by the President or Vice President for Academic Administration (VPAA) with input from the Faculty. The student member is appointed annually by the VPAA.

The members shall have varying backgrounds to promote complete and adequate review of research activities commonly conducted by the University. The IRB shall be qualified through the experience and expertise of its members, and the diversity of its members' backgrounds. In addition to possessing the professional competence necessary to review specific research activities, the IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, communities and their members, applicable law, and standards of professional conduct and practice. The IRB shall include persons knowledgeable in these areas. If the IRB regularly reviews research that involves a vulnerable category of subjects, the IRB shall include one or more individuals who are primarily concerned with the welfare of these subjects. The IRB may not consist entirely of men, women, or of members of one profession.

The IRB shall include at least one member whose primary concerns are not in any scientific area, (including the social sciences), for example: a lawyer, an ethicist, or a member of the clergy. The IRB shall include at least one member who is not affiliated with the University and who is not part of the immediate family of any person who is affiliated with the University. The IRB may not have a member participating in the IRB's initial or continuing review of any project in which the member has a conflicting interest. A member with a conflicting interest will excuse herself or himself from the review of that research.

The IRB may invite individuals with competence in special areas to assist in the review of complex issues which require expertise beyond that available on the IRB. These individuals may not vote with the IRB.

CRITERIA FOR APPROVAL OF RESEARCH

The HPU Institutional Review Board is designed to protect human subjects of research by making decisions based upon risks and benefits. It is not to offer an opinion on the merits of a research proposal's design or execution apart from this narrow question of risks and benefits. The Institutional Review Board should strive for consensus rather than a simple majority. The Board should function as a jury ascertaining facts and applying standards rather than as a legislature representing diverse interests and creating policy.

In order to approve research covered by this policy the IRB shall determine that all of the following requirements are satisfied:

1. Risks to subjects are minimized:

    a. by using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and

    b. whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.

2. Risks to subjects are reasonable in relation to anticipated benefits and the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB should consider only those risks and benefits that may result from the research components (as distinguished from risks and benefits subjects would experience even if not participating in the research.) The IRB should not consider possible long-range effects of applying knowledge gained in the research (for example, the possible effects of research on public policy) as among those research risks or benefits that fall within the purview of its responsibility.

3. Selection of subjects is equitable. In making this assessment the IRB should take into account the purposes of the research and the setting in which the research will be conducted.

4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with the requirements for informed consent.

5. Informed consent will be appropriately documented, in accordance with the requirements for informed consent.

6. Where appropriate, there are adequate provisions for monitoring the data collected to ensure the safety of subjects.

7.   Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

8.   Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, additional safeguards are required in the study to protect the rights and welfare of these subjects. (See PRINCIPLES C., p.4)

CATEGORIES OF RESEARCH REVIEW

All research involving human subjects must be submitted to the IRB. There are three categories of review: **Exempt**, **Expedited** and **Full**. The **Exempt** review determines whether or not the proposed research meets the requirements for Exempt status, or whether the project should be submitted for review under another category. Exempt category does not apply to any research with children and other vulnerable subjects. The **Expedited** review is applicable in instances of renewal, minor changes in previously reviewed research and in special cases of limited human involvement with minimal risk. The **Full** review is required for all new research proposals that do not meet the requirements for Exempt status or Expedited review. Research proposals requesting funding from Health and Human Services agencies are required by the agencies to receive Full review if they are not eligible for Expedited review.

Course Requirement Review

Many of our courses require students to engage in research as part of the regular academic experience. While the majority of student research falls into categories which in no way may be construed as exposing subjects to more than minimal risk, HPU wants to insure that all student researchers are cognizant of the need to obtain informed consent and to protect those subjects from risk.

Faculty who allow or require research projects involving human subjects should follow the procedures outlined below and should allow sufficient time for IRB review. Members of the IRB are available to meet with students or classes to discuss the process and its role in protecting human subjects.

Sections A. to C. below provide further information related to the three categories of review. Research that has already been reviewed by the IRB of another institution is also normally determined to be Exempt.

A. Exempt Review

Certain categories of research which have nil or minimal risk are exempt from review by the IRB as a whole. Categories of research that are generally exempt include the following. However, research involving children under 18 years or pregnant women or other vulnerable subjects is not eligible for Exempt review. Please see the section on Special Considerations (p. 11).

1. Research involving educational practices and outcomes, such as:

    a. institutional and internal research about the students, faculty, and staff of Hawaii Pacific University that involves data collection on the opinions and preferences of the University community or surveys about ways to improve University services. These projects do not require approval if they are part of the institution's own quality control, program assessment, and effectiveness monitoring programs and do not involve material that is likely to be stressful. Examples of these include end-of-semester course evaluations, faculty evaluations by students or peers, and graduation or post-graduation surveys.

    b. research on instructional strategies. Examples of these include research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

    c. educational testing as part of the assessment of an individual student, for example to identify strengths and weaknesses for course placement purposes, is not considered to be research.

    If possible, data in these categories should be collected without identifying information that can be tied to an individual student (e.g, name, Social Security number.) Should identifying information be collected, the confidentiality of the data should be protected. Identifying information should not be released to anyone else within the University (e.g., Alumni Office) unless students are informed of this possibility and given the right to withhold the identifying information.

    Data collection that consists entirely of material in this category does not require the submission of an IRB Project Application (see Appendix A). The IRB Co-chairs are available for consultation if desired. Research in all other categories must be reviewed and approved, via a Project Application, before the project begins.

2. Data gathering as part of a classroom exercise which is intended to familiarize students with existing instruments and procedures or to

explicate concepts presented in the classroom, and which is not designed to test a research hypothesis or answer a research question is not considered research. Therefore, it does not come under the purview of the IRB. This may include hypothesis testing, providing the intent is a classroom exercise in which the data do not go beyond the classroom. If the exercise goes beyond the classroom and involves other human subjects, it is research and falls under these guidelines.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, attitudinal, achievement), surveys, interviews or observation of public behavior:

    a. that is unlikely to elicit emotion,

    b. that is unlikely to place subjects at risk of civil or criminal liability or damage to their reputation, financial standing, academic status, or employability, and

    c. that have data recorded in a manner that the human subjects cannot be identified, directly or through identifiers linked to the subjects.

4. Research involving the study or analysis of existing data, documents, records, or specimens, if these are publicly available or if the information has been recorded in such a manner that subjects cannot be identified.

5. Taste and food quality evaluation and consumer acceptance studies;

    a. if wholesome foods without additives are consumed or

    b. if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Services of the U.S. Department of Agriculture.

6. Research that has been approved by the IRB of another institution, as long as the project is in compliance with that institution's requirements and the HPU IRB is informed of any adverse effects. A Project Application should be submitted to the HPU IRB, with a copy of the other IRB's approval attached.

The Co-chair or other person approving research as Exempt from Full review will inform the Principal Investigator promptly in writing, and will make this information available to other IRB members upon request.

B.   Expedited Review

Expedited review procedures may be used for certain types of research involving no more than minimal risk. The review may be carried out by the IRB Co-chair or by one or more IRB members designated by the Co-chair. In reviewing the research, the reviewers may exercise all of the authorities 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 set forth below. Reviewers may also refer the proposal to a Full review by the IRB if they believe that a full discussion is warranted. The Principal Investigator will be informed in writing whether the proposed research has been approved or referred for Full review. All members of the IRB will receive written notification of this action from the person performing the Expedited review.

Expedited review can also be used for minor changes in previously approved research during the period for which approval has been authorized.

Expedited review is appropriate for the following risk categories:

1. Data collection methods that do not involve invasive procedures, deception, or more than minimal stress.

2. Research involves only noninvasive, painless, and non-disfiguring collection of physical samples, such as hair, sweat, and excreta.

3. There is no use of vulnerable subjects.

4. Data are recorded using noninvasive, painless, and non-disfiguring sensors or equipment, such as EKG, weighing scales, or voice/video recording.

5. Research involving physical exertion requires only moderate levels of exercise in healthy volunteers.

6. The research does not involve ingestion of drugs or use of hazardous devices.

7. If existing data, documents, records, or specimens with identifiers are used, procedures are in place to ensure confidentiality.

C.   Full Review

Any research not covered under the Exempt or Expedited review categories is referred to the IRB for Full review. The investigator is welcome to attend the review in order to answer any questions that may arise, and may bring others if desired. The research is either approved, approved pending modifications that must be verified by committee members, or not approved. The IRB will be expeditious in its review and decision-making. Investigators will be notified in writing about the IRB decision.

SPECIAL CONSIDERATIONS

A.   Children as Subjects in Research

The range of activities that may be approved by Exempt or Expedited review is reduced when children are involved as subjects in research. Specifically, research involving survey or interview procedures and research involving the observation of public behavior where the investigator is a participant in the activities being observed may not receive Exempt or Expedited review when these research activities involve persons under the age of 18 (hereinafter, "child" or "children").

Written permission is required of both parents or the child's guardian(s) for each child under the age of 18 who will be the subject of research. The permission of one parent is sufficient if: (a) the other parent is not reasonably available or is incompetent; (b) only one parent has legal responsibility for the care and custody of the child; or (c) the research is such that it either does not involve more than minimal risk to the child or involves more than minimal risk but also presents the prospect of direct benefit to that child. The requirement for written permission may be waived by the review committee where it is not a reasonable requirement to protect the subjects (for example, neglected or abused children).

Assent: In addition to the written permission required of parents, it is necessary to acquire the assent of children, when they are capable of providing assent. "Assent" means a child's affirmative agreement to participate in research; mere failure to object should not be construed as assent. Ordinarily for children 14 years and older, written assent is required. For children under 14, verbal assent may be obtained. The Principal Investigator must submit to the IRB the methods that will be used to obtain and document assent. The ages, maturity, and psychological state of the children should be taken into account in deciding whether assent must be obtained and how it will be documented.

Children who are wards of the state or of any other entity may be included in research involving greater than minimal risk and no prospect of direct benefit to the individual children only if the research is related to their status as wards or is

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conducted in schools, camps, hospitals, or other similar settings in which the
majority of children involved as subjects are not wards. An individual must be
appointed as advocate for the wards; the advocate may not be associated with
the research, the investigators, or the guardian organization. The advocate must
have the background experience to act in the best interests of the children for the
duration of their participation in the research. It is suggested that the Principal
Investigator identify a suitable advocate and secure his or her consent to serve
prior to review by the IRB. Advocates for child wards are not required for
research involving no more than minimal risk or research presenting the prospect
of direct benefits to the individual children.

B. Research involving Fetuses, Pregnant Women, or Human In Vitro Fertilization

Additional protection and limitations are placed on research involving pregnant
women, fetuses in utero, or fetuses exutero. Please contact one of the Co-chairs
of the IRB for additional information.

C. Research Involving Prisoners

Additional protection and limitations are placed on research on prisoners. Please
contact one of the Co-chairs of the IRB for additional information.

D. Fieldwork or Ethnographic Research

The foregoing fall into the category of special populations that require additional
protection and oversight by the IRB. By the same token, there may be
circumstances that imply less rather than more oversight. *The IRB Guidebook
(Section 5.5)* developed by the National Institute of Health recognizes that
fieldwork or ethnographic research commonly conducted in the field of
anthropology is a type of method in which the use of a consent form may not be
appropriate. The IRB should keep in mind the possibility of granting a waiver of
informed consent.

INFORMED CONSENT

A. General Requirements For Informed Consent

Informed consent is a written agreement made between an investigator and a
freely participating subject, that describes in easily understandable language: (a)
the subject's role in the investigation, (b) the potential risks and benefits
associated with study participation, (c) the confidential nature of all information
obtained in the investigation, and (d) the provision for voluntary withdrawal
without necessity for explanation by the participant. Additionally, no informed
consent, whether oral or written, may include any language through which the
subject or the representative is made to waive or appear to waive any of the

subject's legal rights, or releases or appears to release the investigator, the sponsor, the institution or its agents from liability for negligence.

The basic elements of informed consent include:

(1) a description of the proposed study that includes the purpose, the procedure, and the expected duration of the subject's participation;

(2) a description of foreseeable risks (i.e., physical, psychological, social, legal) that could be associated with study participation;

(3) a description of benefits that could be associated with study participation;

(4) a disclosure of any appropriate alternative procedures that might be advantageous for the subject;

(5) a statement describing the extent to which confidentiality of records identifying the subject will be maintained;

(6) a related explanation for research involving more than minimal risk that describes whether any compensation and/or medical treatment will be available if injury occurs and, if necessary, a description of the compensation and/or medical treatment and information about the associated availability;

(7) an explanation of whom to contact for answers to pertinent questions about the research and research subject's rights, and whom to contact in the event of a research-related injury to the subject;

(8) a statement that describes participation as voluntary and assures that refusal to participate will not involve penalty or loss of benefits to which the subject is otherwise entitled; and,

(9) a statement that discontinuation of participation at any time will not involve penalty or loss of benefits to which the subject is otherwise entitled.

When appropriate, any of the following additional elements of informed consent should be included:

(1) a statement that the treatment or procedure to be used may involve risks which are currently unforeseeable;

(2) anticipated circumstances under which the subject's participation may be terminated by the investigator without the subject's consent;

(3) any additional costs to the subject which may result from participation in the research;

(4) the consequences of the subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject;

(5) a statement that significant new findings developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject; and,

(6) the approximate number of subjects involved in the study.

The IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth above, or waive the requirements to obtain informed consent provided the IRB finds and documents that:

(1) the research involves no more than minimal risk to the subjects;

(2) the waiver or alternation will not adversely affect the rights and welfare of the subject;

(3) the research could not practicably be carried out without the waiver or alteration; and

(4) the subjects will be provided with additional pertinent information after participation, whenever appropriate.

The IRB may consult with the University attorney(ies) about the legal requirements for informed consent, and should consider doing so in complex cases and cases where substantial risk exists, and must do so in cases where physical touch (i.e., potential battery, e.g., surgery) is involved.

B.   Documentation of Informed Consent

Informed consent shall be documented by the use of a written consent form approved by the IRB and signed by the subject or the subject's legally authorized representative. A copy shall be given to the person signing the form. (See Appendix B for a sample form)

An IRB can waive the requirement for the investigator to obtain a signed consent form for some or all subjects if any of the following apply:

(1) that the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern;

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(2) that the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context;

(3) that, as the case of ethnographic fieldwork, the researcher can, by virtue of the probability of his or her long term presence and participation in the lives of people, achieve a personal rapport with people that would be disrupted by the use of a consent form;

(4) that, in case of covert research, there are no apparent risks and the research project would be seriously compromised by disclosure of the research in progress.

C.   Waiver of Signed Informed Consent

In cases where the documentation requirement is waived, the IRB may require the investigator to provide subjects with a written statement regarding the research.

PROCEDURE FOR SUBMITTING A RESEARCH PROJECT FOR REVIEW

A. All proposals requiring IRB review should be sent to one of the Co-chairs of the IRB.

B. The IRB meets as frequently as necessary to meet the needs of University researchers. Investigators submit all information well in advance of the anticipated start date of data collection and, in the case of sponsored research, in advance of submission of the proposal to the agency.

C. Investigators should request the type of review most appropriate for their study using the IRB Project Application Form. Proposals are first reviewed by one of the IRB Co-chairs. If there is any disagreement with the type of review requested, the investigator will be contacted, the reasons for the disagreement explained, and any additional material necessary to continue the review process requested.

D. All research involving human subjects must be submitted to the IRB. There are three categories of review: Exempt, Expedited and Full.

E. Faculty who allow or require research projects by their students (when such projects involve the use of human subjects) should submit an IRB Project Application (Appendix A) for review every fall semester, or as needed, provided the research objectives and methodology are not changed.

F. The following information should be submitted to the IRB:

Required Form   **Number of Copies**

	Exempt	Expedited	Full
IRB Project Application (Appendix A.)	2	2	6
Informed Consent Form, if appropriate (Appendix B.)	2	2	6
Instruments (survey, etc.)	2	2	6
Progress Report, if renewal (Appendix C.)	2	2	6
Full Grant Proposal, if applicable	1	1	1

G. The IRB's actions, comments, and recommendations will be sent to the Principal Investigator. If a proposal is disapproved, the Principal Investigator may request to attend the next IRB meeting.

H. Any changes in a proposal or consent form must be promptly reported in writing to one of the IRB Co-chairs. In most cases these will received an Expedited review.

I. All adverse reactions and unexpected side effects must be reported immediately, in writing to the IRB.

J. Interim progress reports should be submitted if requested by the IRB to insure that the rights and well being of subjects are protected.

K. Annual renewals are mandatory. (See Human Subjects Project Amendment/Modification/Renewal Form, Appendix C.)

APPEALS

The Principal Investigator may request that the IRB reconsider the decision made. A rationale must accompany that request.

If the IRB sustains its decision, the Principal Investigator may appeal to the VPAA. The VPAA may, but need not, convene an ad hoc review panel to review all materials and make a recommendation back to the VPAA. The VPAA's decision is final.

ANNUAL RENEWAL PROCEDURES

Thirty days before the anniversary of the last approval date, the following should be submitted (two of each for Expedited, six of each for Full review):

A.   Human Subjects Project Amendment/Modification/Renewal Form (Appendix C.)

B.   If any changes have been made, submit instruments, with any changes noted, and the consent form(s) and written explanation of study, with changes highlighted.

COMPLETION OF RESEARCH

When a project is completed, withdrawn, or past the phase involving human subjects, please inform the IRB Chair in writing.

RECORD KEEPING

The following records must be maintained by the IRB for three years:

A.   Copies of all research proposals reviewed; scientific evaluations, if any, that accompanied the proposal; approved sample consent documents; progress reports and renewals submitted by investigators; and reports of injuries to subjects.

B.   Minutes of IRB meetings which should be in sufficient detail to show attendance at the meeting, action taken; the vote on these actions including the number voting for, against, and abstaining; the basis for requiring changes in or disapproving research; and a summary of the discussion of disputed issues and their resolution.

C.   Records of continuing review activities.

D.   Copies of all correspondence between the IRB and the Principal Investigators.

E.   A list of the IRB members detailing their names, earned degree, representative capacity, indications of experience sufficient to describe each members' chief anticipated contribution to the IRB, and any employment or other relationship between the member and HPU (e.g. full-time employee).

F.   A statement of significant new findings provided to subjects, as required by the policy on informed consent, discussed above.

Hawaii Pacific University
Institutional Review Board
Project Application

Study title:

Principal Investigator:

   Phone:

   Email:

Sponsoring HPU Faculty Member:
(if Principal Investigator is not an HPU faculty member)

Please attach a brief summary of the project. This should include an explicit statement of methods, data collection, and how confidentiality of subjects/data will be protected including consent form.

Category for Review:

Check one level of review (Exempt, Expedited, Full) for which you believe the project qualifies, and each criterion that your project meets.

_____ **Exempt from review (nil or minimal risk study, or already reviewed by an IRB)**

    _____ Research involves ONLY investigation into or comparison of normal instructional strategies.

    _____ Tests, interviews, and surveys are unlikely to elicit emotion or place subjects at risk of civil/criminal liability or damage to their reputation, financial standing, employability, etc. AND information will not be recorded in such a way that subjects can be identified.

    _____ Research involves only the study or analysis of existing data, documents, records, or specimens that are publicly available or recorded in such a way that subjects cannot be identified.

    _____ If study involves ingestion of food: only wholesome food without additives in excess of USDA recommended levels is consumed.

    _____ Brief informed consent will be done (except in the case of existing data, etc.).

    _____ No use of vulnerable subjects (children, prisoners, pregnant women, mentally ill, etc.).

Appendix A

_____ Has already been approved by IRB at _____.
(Include copy of signed IRB approval form.)

_____ **Expedited review (minor risk study)**

_____ Research and data collection methods are unlikely to elicit strong emotion and deception is not involved.

_____ Research involves only noninvasive, painless, and non-disfiguring collection of physical samples, such as hair, sweat, excreta.

_____ No use of vulnerable subjects (children, prisoners, pregnant women, mentally ill, disabled, etc.).

_____ Data are recorded using noninvasive, painless, and non-disfiguring sensors or equipment, such as EKG, weighing scales, voice/video recording.

_____ Research involves only moderate levels of exercise in healthy volunteers.

_____ Research does not involve ingestion of drugs or use of hazardous devices.

_____ If existing data, documents, records, or specimens with identifiers are used, procedures are in place to ensure confidentiality.

_____ Informed consent process will be done (attach copy of informed consent form).

_____ Data will be kept confidential and not reported in identifiable fashion.

_____ **Full review required (more than minor risk)**
Attach a statement that describes the use of vulnerable subjects or the study procedures and conditions that place subjects at risk. Describe the precautions that will be taken to minimize these risks. Attach a copy of the informed consent form that will be used.

Certification by Principal Investigator: The above represents a fair estimate of risks to human subjects.

_____   _____   _____
Name   Title   Date

Certification by IRB Co-chair: I have read this application and believe this research qualifies as:

_____ Exempt from IRB review
_____ Appropriate for expedited review, and
       _____ approved
       _____ disapproved
_____ Appropriate for review by the full IRB

_____   _____
IRB Co-chair   Date

INFORMED CONSENT DOCUMENT

Project.Title: [Title]
Investigator(s):   [List all individuals (name and degree) who will obtain Informed Consent from subjects, including Principal Investigator and other key personnel]

PURPOSE

This study involves research. The purpose of the research is [general description of the project - what is being investigated, what knowledge is to be gained].

We are inviting people to participate in this research because they [complete this sentence by describing why people reading the consent are possible subjects for your project. For example, ... they have been diagnosed with lung cancer, ...they are taking an introductory psychology class, ... they are teachers in the Honolulu City school district, ...they are joggers, ...they are healthy adults in the community, etc.]. [If appropriate, indicate the total number of subjects expected to participate in the study.]

This project will last for [length of time for one subject's participation. If more than one contact is involved in the study, length of time for each contact, and how long in between each contact].

PROCEDURES

Those agreeing to participate can expect the following to occur. [Describe, step by step, what is going to happen to the research subject if he/she decides to participate. Describe any procedures that are experimental. Use subheadings as appropriate. For complex protocols, consider including a table showing which procedures/tests are performed at each visit.]

RISKS

The possible risks associated with participating in this research project are as follows. [Describe the risks - psychological, physical, pain, drug toxicity, emotional, legal, privacy issues, etc. If there are no known risks, state that there are no foreseeable risks to participating.]

BENEFITS

There [may be / will be - select the appropriate phrase] no personal benefit for participating in this study. However it is hoped that in the future, society could benefit from this study by [describe the possible benefits to society. Note that compensation is not a benefit and should be described in the Costs and Compensation section.].

ALTERNATIVE TREATMENT [For treatment/therapy projects - omit if not applicable]

Instead of participating in this study, the alternative treatments are: [List the alternative treatments. If the subject can receive the same intervention without participating in the research, that fact should be noted. Describe how the alternatives will be presented to the study subject.]

COSTS AND COMPENSATION

There [will / will not] be any costs to the subject for participating in this research project. [Clearly describe any monetary costs to the subject, if there are any. If there are costs that might be covered by a medical or hospital insurance carrier, consider adding a sentence regarding checking with the insurance carrier prior to deciding whether to participate.]

Subjects [will / will not] be compensated for their time and inconvenience for participating in this research project. [Clearly describe the monetary (total amount, average total amount, amount per visit, amount per hour, etc.) or non-monetary compensation. If compensation is pro-rated when a subject withdraws prior to completing the study, explain how it is pro-rated.]

CONFIDENTIALITY

Records of participation in this research project will be maintained and kept confidential to the extent permitted by law. However, federal government regulatory agencies [for drug/device studies, add: the U.S. Food and Drug Administration,] and the Hawaii Pacific University IRB may inspect and copy a subject's records pertaining to the research, and these records may contain personal identifiers. [Describe the methods that will be used to ensure confidentiality, e.g., coded names or identification numbers, removal of all identifying information, secure storage area, etc.] In the event of any report or publication from this study, the identity of subjects will not be disclosed. Results will be reported in a summarized manner in such a way that subjects cannot be identified.

RESEARCH RELATED INJURY [This section may be eliminated if it does not apply.]

- In the event of research related injury, medical treatment is available at [Affiliated Medical Center]

- No compensation for treatment of research related injury is available from Hawaii Pacific University unless the injury is proven to be the direct result of negligence by a University employee.

- The cost of treatment for any research-related illness or injury is the responsibility of the research subject and/or his/her medical or hospital insurance carrier.
  -- OR -- (CHOOSE THE PHRASE THAT APPLIES TO YOUR STUDY)
  will be paid for by the sponsor, [name of sponsor], to the extent that these costs are not covered by the research subject's medical or hospital insurance carrier. [If the sponsor will not provide complete coverage, or if there are other restrictions, explain what will be covered.]

VOLUNTARY PARTICIPATION

All participation is voluntary. There is no penalty to anyone who decides not to participate. Nor will anyone be penalized if he or she decides to stop participation at any time during the research project. [If appropriate, describe the consequences of a subject's withdrawal and the procedures for withdrawing.]

QUESTIONS

Questions are encouraged. Questions about this research project and questions about the rights of research subjects or research related injury may be addressed to one of the IRB Co-chairs (Dr. Carol Winters-Moorhead, Hawaii Loa Campus at 236-5811 or cwinters@hpu.edu, Dr. Mary Sheridan, Downtown Campus at 566-2489 or msheridan@hpu.edu.)

Subject's name (printed): _____

_____
(Signature of Subject)

_____
(Date)

[Include Legally Authorized Representative signature line only if applicable to your study – see instructions at beginning of this document.]

INVESTIGATOR STATEMENT

I have discussed the above points with the subject or the legally authorized representative, using a translator when necessary. It is my opinion that the subject understands the risks, benefits, and obligations involved in participation in this project.

_____
(Signature of Investigator)

_____
(Date)

STANDARD LANGUAGE FOR SPECIFIC ISSUES

If the project involves any of the following circumstances, add this language to the appropriate section(s) of the basic Informed Consent Document.

RISKS

UNFORESEEABLE, DRUG RISKS
Drugs often have side effects. In addition, there is the risk of very uncommon or previously unknown side effects occurring. The drug(s) used in this study may cause all, some, or none of the side effects listed below. [List side effects.]

NEW INFORMATION
If new information related to a subject's willingness to continue to participate develops during the course of this study, subjects will be promptly informed.

USE OF PLACEBO
Subjects in this study may receive a placebo (an inactive substance). This means that it is possible that no medication will be received while participating in this study.

TERMINATION OF STUDY BY INVESTIGATOR/SPONSOR
Under certain circumstances, the subject's participation in this research study may be ended without the subject's consent. This might happen because [describe why the study might be ended without the subject's consent].

WOMEN OF CHILDBEARING POTENTIAL
Women of childbearing potential will be asked to have a pregnancy test before beginning this study. Subjects in this study must use effective birth control methods and try not to become pregnant. There may be long-term effects of this treatment, which may increase the risk of harm to an unborn child.

WOMEN AND RADIATION EXPOSURE
Women may not participate in this study if they are pregnant. For women who are capable of becoming pregnant, a pregnancy test will be performed before any exposure radiation. Women subjects must inform the research team if there is a chance that they may have become pregnant within the previous 14 days. In that case, the radiation procedure can not be done because the pregnancy test is unreliable earlier than 14 days after conception.

GENETIC RESEARCH
Participation in this study may reveal that you or a member of your family is a carrier of the specific gene under study. You may be unable to obtain health insurance or may be denied benefits for this condition if this information becomes known outside the research study. The results of this study [will / will not - select the appropriate phrase] be placed in your medical record. We will not release information about you unless you authorize us to do so or unless we are required to do so by law.

However, insurance companies commonly have access to medical records.

CONFIDENTIALITY

AUDIO/VISUAL TAPING

By initialing in the space provided, subjects verify that they have been told that audio/visual materials will be generated during the course of this study. These recordings will be used for **[describe designated use]**.

_____Subject's initials

CERTIFICATE OF CONFIDENTIALITY [Please contact the Human Subjects Office for information on how to obtain this Certificate.]

A. Certificate of Confidentiality has been issued for this project by the Department of Health and Human Services (DHHS). This Certificate will protect the investigator(s) from being forced, even under a court order or subpoena, to release any research data in which subjects are identified. Subjects may receive a copy of this certificate upon request.

REGISTRY INFORMATION

Information regarding medical and research information will be maintained in a registry. This registry will contain information including subjects' names, addresses, ages, and diagnoses. This information will be kept on file so that we may contact subjects in the future regarding this or other research studies. This information will be kept secure by **[method of security]**. Subjects may have their personal information removed from this file at any time by contacting the investigator.

STUDIES FOCUSING ON VIOLENCE, ABUSE, OR SELF-INFLICTED INJURY

All information gathered during this research project is confidential to the extent permitted by law. However, Hawaii law requires the research staff to disclose to the proper authorities any information shared with them concerning child abuse, child sexual abuse, family violence, or anticipated injury to oneself or others.

COSTS AND COMPENSATION

ADDITIONAL COSTS TO SUBJECTS

Subjects **[will / will not - select the appropriate phrase]** be charged for any tests that are being performed for the purposes of this study. Subjects and/or their insurance provider will be responsible for all other medical care expenses.

Appendix B

STUDIES INVOLVING PRISONERS AS SUBJECTS

Participation does not affect or influence the duration of the sentence, parole or any other aspects of incarceration for any prisoners who chose to take part in this study. In the event that a prisoner completes his/her sentence, the study will continue to be available. However, costs, other than those detailed in the information summary (i.e. transportation and lodging) will not be covered.

_____Subject's initials

HAWAII PACIFIC UNIVERSITY
HUMAN SUBJECTS PROJECT
AMENDMENT/MODIFICATION/RENEWAL FORM

This form is to be completed and attached to changes made to a research project. This includes any changes, in content or form, to the protocol, consent form, or any supportive materials (such as advertisements, revised instruments, etc.). Please submit two complete sets (original and one copy) of completed amendment/modification form and applicable materials to one of the IRB Co-chairs (Dr. Carol Winters-Moorhead, Hawaii Loa Campus, 45-045 Kamehameha Highway, Kaneohe, Hawaii 96744; Dr. Mary Sheridan, Downtown Campus 1188 Fort Street Mall, Honolulu, Hawaii 96813)

Date_____

Principal Investigator_____

Co-Investigators_____

Faculty Advisor (if student)_____

Department_____Phone #_____

Protocol #_____

Project Title:_____

Current Status of Project: (check one)
_____Currently in Progress (Subjects Entered)
_____Closed to Subject Entry (Remains Active)
_____Project Not Yet Started (No Subjects Entered)
_____Inactive/Cancelled

THE PROJECT HAS BEEN CHANGED AS FOLLOWS:

____Protocol Modified

____Study Methods

____Study Instruments

____Modified Consent Form

____Change of Investigator[1]

____Additional Investigators/Key Personnel[2]

____Protocol Amendment

____Addendum (New) Consent Form

____Additional Funding (If proposal submitted to a federal agency, submit one copy of the *Research Plan/Project Description* section of the grant application. **NOTE:** If the funding title differs from the Human Subjects Protocol Title or additional investigators will be added to the project, the Modification Form must clarify these changes.

____Other (Specify)_____

1. For "change in principal investigator," the signatures of both new and old P.I. are required on this form and attach an additional letter from new P.I. indicating the change in responsibility of the research.

2. Include a brief description of background, expertise, and involvement in the project. Do the changes affect subject participation (e.g. procedures, risks, costs, etc.)? If YES, and the project is in progress or not yet started, the consent form must reflect these changes. NOTE: Indicate in bold or highlight changes on modified consent form(s).

BRIEF SUMMARY OF PROPOSED CHANGE(S) (Attach additional pages as necessary.):

REASON FOR PROPOSED CHANGE(S):

_____ * .

Signature of Principal Investigator(s) & Date

_____ *

Signature of Faculty Advisor (For student protocols) & Date

===

TO BE COMPLETED BY IRB

Date Received_____

Comments:

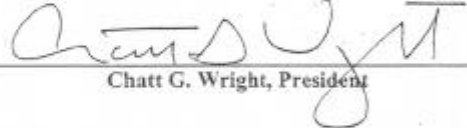IRB APPROVAL_____DATE:_____

HAWAI'I PACIFIC UNIVERSITY

Intellectual Property Rights for On-Line Course Materials

The Faculty Assembly and Dean's Council have agreed upon the attached policy regarding the Intellectual Property Rights for Faculty and their on-line course materials. This proposal was originated by the Faculty Assembly Workgroup on On-Line Courses and was reviewed and endorsed by the Faculty Council on March 3, 2003 and reviewed and endorsed by the Dean's Council on March 13, 2003.

Action:

☒ Approved
☐ Not Approved

_____ Date: 12/16/03
Chatt G. Wright, President

Faculty Assembly-Dean's Council Joint Workgroup on On-line Courses
HAWAII PACIFIC UNIVERSITY

Draft Proposal for Intellectual Property Rights

The Faculty Assembly-Dean's Council Joint Workgroup on On-line Courses has agreed upon the enclosed policy regarding the Intellectual Property Rights of Faculty and their on-line course materials. This proposal was originated by the Faculty Assembly Workgroup on On-line Courses. After delivery to the Faculty Council, a Faculty Forum was scheduled and held to discuss Intellectual Property Rights and get faculty input on the proposal. The current proposal reflects the input of a broad constituency of faculty and deans.

The next two pages of this document contain the statement of the Intellectual Property Rights for On-line Course Materials. Following this statement is an Appendix that contains definitions of key words and additional narrative to help explain the intent and spirit of the proposal. The text of the Appendix is in no way intended to be part of the Intellectual Property Proposal.

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Hawai'i Pacific University
Intellectual Property Rights for On-Line Course Materials

This agreement incorporates the spirit and much of the language of suggested guidelines on intellectual property developed by the American Association of University Professors (AAUP).

1. The parties to this agreement believe that the public interest is best served by creating an intellectual environment wherein creative efforts and innovations can be encouraged and rewarded, while still retaining for the university and its learning communities reasonable access to, and use of, the intellectual property for whose creation the university has provided assistance. The university encourages the development, production, and dissemination of intellectual property by its faculty members.

2. Whether their primary purpose is use on the main campuses, on the military campuses, or for electronic delivery to distant sites, on-line course materials are "works of authorship" protected under the Copyright Act. On-line course materials consist of, but are not limited to, the following: web sites, lecture notes, background readings, surveys, data sets, bibliographies, images, graphs and other illustrations, lists of network address links, quizzes and examinations, discussion questions, video, and interactive software interfaces. These works of authorship shall be the exclusive property of the faculty author(s) unless the faculty author(s) and an authorized agent of the university agree in writing before any development, production, or dissemination of these works, that one or more of the following conditions apply:

a. The university has expressly contracted with a faculty member to create the on-line course materials, or the on-line course materials are created as a specific requirement of employment or an assigned institutional duty (i.e., a "work made for hire" under the Copyright Act) specifically referenced in a position description or equivalent document. Currently, faculty contracts do not specifically state that the faculty member(s) are expressly contracted to teach on-line courses or develop on-line course materials. The assigned normal institutional duty for faculty members as described in the Faculty Handbook does not include requirements to teach on-line courses or develop on-line course materials.

b. The faculty author in a signed written statement has voluntarily transferred the copyright, in whole or in part, to the university.

c. The university is considered a "joint author" under the Copyright Act because, for example, it has provided special resources, facilities or materials not commonly made available to faculty members in the preparation of on-line course materials. All special resources, facilities, or materials used by a faculty author, and the nature of the joint ownership shared with the university, must be specified in writing and approved by the faculty author(s) and an

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3. In the absence of any of the conditions described in item 2.a, b, or c, on-line course materials originated by the faculty author(s) shall remain the exclusive property of the faculty author(s). As owner(s) the faculty author(s) retain sole control of the on-line course materials except for the following:

a. The university shall be permitted to use such materials for internal administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions, and offering limited or "trial" access as part of marketing and/or recruitment initiatives.

b. The university shall be permitted to use such materials for instructional or other educational purposes only with explicit written consent of the faculty author(s), and without interfering

c. In an agreement transferring copyright for such works to a publisher, faculty authors are urged to seek to provide rights for the university to use such works for internal administrative and/or other purposes.

4. The use of traditional library resources, desktop computers and peripherals, network access, software, faculty accounts and normal allocations of server space in the creation of on-line course materials shall not be considered "significant use" of university resources for the purposes of section 2.c.

a. Just as a faculty member's use of a file cabinet owned by the university does not grant the university ownership of the contents of the file cabinet, the use of desktop computers, servers, associated networks, and other resources listed above as "electronic file cabinets" does not grant the university any ownership rights over works of authorship stored electronically on the university's hardware.

b. Likewise, this agreement encourages the comparison between faculty files on university servers and faculty-authored textbooks in the university library stacks, and between the use of on-line information resources and the use of traditional library resources and services.

5. Funds received by faculty author(s) from the sale or other use of on-line course materials owned by the faculty author(s) shall be allocated and expended as determined solely by the faculty author(s). Funds received by the university from the sale or use of works owned by the university shall be allocated and expended as determined solely by the university. Funds received by faculty author(s) and the university from the sale or use of such works owned jointly by the faculty author(s) and the university shall be allocated and expended in accordance with the specific agreement executed in advance of creation of such works.

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6. Faculty author(s) who have developed on-line course materials prior to the ratification of this agreement and have no special contract with the university for the development of these materials shall retain complete ownership of these materials. Such materials shall be the exclusive property of the faculty author(s) and under sole control of the faculty author(s).

7. This agreement shall be disseminated to all academic and administrative personnel at Hawai'i Pacific University and become part of the Faculty Handbook.

8. This agreement may be modified and/or amended as agreed upon by the Faculty Assembly and the President.