THE NATIONAL HISPANIC UNIVERSITY
Founded, December 7, 1981

FACULTY HANDBOOK

Purpose:

"To inform the faculty on their duties, privileges and responsibilities"

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# Table of Contents

INTRODUCTION......................................................................................................................... 6  

1.0 NHU MISSION .................................................................................................................. 6  
1.1 UNIVERSITY PHILOSOPHY ....................................................................................... 6  

2.0 ACADEMIC PHILOSOPHY .......................................................................................... 7  
2.1 GENERAL ACADEMIC PHILOSOPHY/PROFESSIONAL ETHICS ......................... 7  

3.0 GOVERNING BODIES ................................................................................................... 8  
3.1 FACULTY SENATE .................................................................................................... 8  
3.2 FACULTY COMMITTEES ............................................................................................ 9  
3.2.1 Library Committee............................................................................................. 9  
3.2.2 Scholarship Committee .................................................................................... 9  
3.2.3 Graduation Committee .................................................................................... 9  
3.2.4 Curriculum Committee..................................................................................... 9  
3.2.5 Faculty affairs Committee............................................................................... 9  
3.3 AD-HOC COMMITTEES .......................................................................................... 10  
3.4 COMMITTEE FOR PROFESSIONAL REVIEW ..................................................... 10  

4.0 ACADEMIC FREEDOM ............................................................................................... 10  
4.1 RESEARCH AND PUBLICATIONS.......................................................................... 11  
4.2 CLASSROOM............................................................................................................... 11  

5.0 PROCEDURES RELATING TO CURRICULUM REVIEW AND CHANGE........ 11  
5.1 NEW PROGRAMS AND MAJOR REVISIONS OF EXISTING PROGRAMS ............. 11  
5.2 PERIODIC CURRICULUM REVIEW ........................................................................ 12  

6.0 FACULTY POLICIES ................................................................................................... 13  
6.1 GENERAL POLICIES PERTAINING TO FULL AND PART-TIME FACULTY ............... 13  
6.2 HIRING PRACTICES (NEPOTISM)........................................................................... 13  
6.3 FACULTY QUALIFICATIONS ............................................................................... 13  
6.4 SUBJECT MATTER QUALIFICATION & APPROVAL TO TEACH SPECIFIC COURSES... 13  

7.0 PROFESSIONAL DEVELOPMENT .......................................................................... 14  
7.1 PROFESSIONAL DEVELOPMENT OPPORTUNITIES ........................................... 14  
7.2 PROFESSIONAL DEVELOPMENT OUTCOMES SOUGHT ................................... 14  

8.0 ROLES AND RESPONSIBILITIES OF DEPARTMENT COORDINATORS AND CHAIRS .................................................................................................................. 15  
8.1 STUDENT-RELATED RESPONSIBILITIES ............................................................. 15  
8.2 FACULTY SUPERVISION AND SUPPORT ............................................................ 15  
8.3 GENERAL ADMINISTRATIVE ............................................................................... 16  

9.0 PROFESSIONAL REVIEW CRITERIA ....................................................................... 17  
9.1 TEACHING EFFECTIVENESS, UNIVERSITY SERVICE, AND PROFESSIONAL DEVELOPMENT 17  

Professional Review will be used to evaluate the following: ............................................. 17
Faculty handbook 91204

9.2 UNIVERSITY SERVICE ................................................................. 17
   Areas of Evaluation................................................................. 17
9.3 PROFESSIONAL DEVELOPMENT .............................................. 18
   Areas of Evaluation................................................................. 18
9.4 TEACHING EFFECTIVENESS REVIEWS ................................... 18
   The Peer Evaluation will address the following: ....................... 18
   The Student Evaluation will address the following: ................. 18
   The Self-Evaluation will address the following: ....................... 19
   The Administrative Evaluation will address the following: ....... 19
9.5 REAPPOINTMENT PRINCIPLES AND CRITERIA FOR MULTI-YEAR CONTRACTS .... 20

10.0 FACULTY COOPERATION WITH ADMINISTRATIVE OFFICES ............... 20

11.0 FACULTY RESPONSIBILITIES .................................................. 21
11.1 INSTRUCTIONAL ................................................................. 21
11.2 TEACHING LOAD ............................................................... 21
11.3 STUDENT ADVISING .......................................................... 22
11.4 GOVERNANCE ................................................................. 22
11.5 OFFICE HOURS ................................................................. 22
11.6 SECONDARY EMPLOYMENT ................................................. 22

12.0 ACADEMIC PROCEDURES AND POLICIES OF INTEREST TO ALL FACULTY 22
12.1 COURSE OUTLINES AND TEXTBOOK LISTS ............................... 22
12.2 CENSUS ATTENDANCE ....................................................... 23
12.3 CLASS ATTENDANCE .......................................................... 23
12.4 DISRUPTIVE BEHAVIOR ..................................................... 24
12.5 MIDTERM GRADES ............................................................ 25
12.6 FINAL EXAMINATION ........................................................ 25
12.7 FINAL GRADES ............................................................... 25
12.8 GRADE ROSTER ............................................................... 25
12.9 INCOMPLETES ................................................................. 26
12.10 GRADE CHANGE FORMS ............................................... 26
12.11 INDIVIDUAL DIRECTED STUDIES .................................... 26
12.12 UNAUTHORIZED WITHDRAWALS ....................................... 27
12.13 FIELD TRIPS ................................................................. 27
12.14 STUDENT’S RECORDING EQUIPMENT .................................. 27
12.15 CLASS MEETINGS & CLASSROOM ASSIGNMENT .............. 27
12.16 PROMPT DISMISSAL OF CLASSES .................................... 28

13.0 BENEFITS ........................................................................... 28
13.1 FEDERAL INSURANCE CONTRIBUTIONS ACT ......................... 28
13.2 STATE DISABILITY INSURANCE .......................................... 28
13.3 WORKMEN’S COMPENSATION INSURANCE ......................... 28
13.4 UNEMPLOYMENT INSURANCE ............................................. 28
13.5 RETIREMENT .................................................................... 28
13.6 SUPPLEMENTAL RETIREMENT ANNUITY ............................. 29
13.7 HEALTH INSURANCE ........................................................ 29
13.8 Vacation Days ................................................................. 29
13.9 Sick Days ......................................................................... 30

14.0 Leaves .................................................................................. 31
14.1 Emergency Leave .............................................................. 31
14.2 Leave for Jury Duty ............................................................ 31
14.3 Leave of Absence ............................................................... 32
14.4 Sabbatical Leave (Currently being proposed) ..................... 32

15.0 Salary Schedules ................................................................. 32
15.1 Salary Schedule for Full Time Faculty ................................. 32
15.2 Salary Schedule for Part Time Faculty ................................. 32

16.0 Contracts .............................................................................. 33
16.1 Appeals Process (Section is under review as of July 2004) ...... 33

17.0 Faculty / University Relations .............................................. 34
17.1 Student Faculty Relations ................................................... 34
  17.1.1 Faculty Responsibilities in the Instructional Program .......... 34
  17.1.2 Course Development and Related Instructional Procedures 35
17.2 Criteria for Retention and Promotion of Faculty Member ...... 36
17.3 Academic Advising .......................................................... 37

18.0 Termination of Employment ................................................ 37
18.1 Non-Renewal of Contract .................................................. 37
18.2 Resignation ........................................................................ 38
18.3 Termination ........................................................................ 38
18.4 Termination of Department Coordinators ............................ 39
18.5 Appeal Process .................................................................... 39

19.0 Grievance Procedure .......................................................... 39

20.0 Procedures Relating to Grant Applications ......................... 39
20.1 Submission of Project Idea ................................................. 39
20.2 Submission of Proposal for Approval ................................. 40

Appendix A .................................................................................. 41
  Grievance Procedures ........................................................... 41
    Informal Grievance Process .................................................. 41
    Formal Grievance Process .................................................... 41

Appendix B .................................................................................. 46
  Policy for Narcotics and Other Controlled Substances ............ 46
    Policy on Marijuana ............................................................ 46

Appendix C .................................................................................. 47
  Policy on Sexual Harassment ................................................. 47

Appendix D .................................................................................. 48
  Policy on Conflict of Interest ................................................. 48
APPENDIX E .............................................................................................................................. 49
    FACULTY CREDENTIALS TO TEACH NHU COURSES............................................................ 49
APPENDIX F .............................................................................................................................. 51
    PHOTO RELEASE .................................................................................................................. 51
APPENDIX G .............................................................................................................................. 53
    NHU ADJUNCT FACULTY PAY SCALE ............................................................................. 53
APPENDIX H .............................................................................................................................. 56
    A CHECKLIST ON HOW TO CREATE SYLLABI THAT WORK ........................................ 56
INTRODUCTION

The Faculty of The National Hispanic University shall govern and direct the educational affairs of the institution under the supervision of the President, Provost and is subject to the approval of the Board of Trustees.

The Faculty has responsibility for proposing, reviewing, determining and/or making recommendations relative to the curriculum in such areas as degrees and degree requirements, major fields and major requirements, minor fields and minor requirements, and individual course offerings. The Faculty has primary responsibility for selecting and evaluating their faculty peers. The Faculty also has responsibility for overseeing the progress toward graduation of the students and for recommending individual students for the conferral of a degree.

The Faculty shall meet regularly during the academic year to fulfill its institutional responsibilities. The faculty may establish such committees as it deems necessary to assist it in carrying out these responsibilities.

All faculty members are expected to support the mission of The National Hispanic University and to fulfill their obligations, both individually and collectively, under the policies and procedures established by the Faculty, Administration, and Board of Trustees.

1.0 NHU MISSION

The mission of The National Hispanic University is to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology.

1.1 UNIVERSITY PHILOSOPHY

The philosophy of the National Hispanic University is well grounded in theories and principles of such scholars as Sabine Ulibarri, Juan Aragon, Tomas Arciniega and Vincent Tinto all leaders in multicultural and higher education.

"Language is culture; it carries with it traditions, customs, the very life of a people. You cannot separate one from the other. To love one is to love the other; to hate one is to hate the other."

"If one wants to destroy a people, take away their language and their culture will soon disappear." (Ulibarri)

According to Ulibarri, every individual in our classroom and society is different. Teachers cannot assume that all students learn alike. To be effective, teachers must understand and respect differences in students not as deficiencies or handicaps but as assets, which students bring to school.

Aragon wrote about a "filtration" system that exists in our U.S. society. He compares our U.S. system to a large number of ethnic ponds with different types of fish (Italian, Polish, African-American, Hispanic, etc.) and a mainstream of Anglo fish into which all ponds
feed. Aragon contends that extended from each of the ponds to the mainstream is a giant filtration system. For fishes from each of the ponds to "get into the mainstream," they first must go through the "filter" and lose their language and culture.

Next, the color of their skin must be of light complexion; otherwise, the fish must remain in their "pond" or barrio (ghetto). Aragon states that most of the European ethnic ponds are now empty. While some of the African, Hispanic and Asian "fish" have gone through the filtration system into the mainstream, a majority of these fishes have not been accepted due to their differences; thus, separate ponds outside the mainstream still exist in our society.

Aragon emphasizes that a truly pluralistic society would welcome all different types of fish (people) and respect their differences without forcing them to pass through some filtration system. While all would communicate in a common language, they would not be forced to lose their native language and culture. He feels that the diversity of fish would enrich our mainstream, make it more economically competitive and bring about better understanding.

Arciniega, a more contemporary scholar who retired as President of California State University, Bakersfield, expresses similar views towards the importance of pluralism in our educational system from kindergarten through college. He cites the current demographic changes in our society, which show the increasing number of minorities, immigrants and women who will constitute our future work force, to emphasize the importance of multicultural pluralism in our educational system.

2.0 **ACADEMIC PHILOSOPHY**

2.1 **GENERAL ACADEMIC PHILOSOPHY/PROFESSIONAL ETHICS**

The faculty has adopted the following statement on Professional Ethics. It is adapted from the "Statement of Professional Ethics" issued by the Association of American University Professors (1966).

1. **As professors** we are guided by a deep conviction of the worth and dignity of the advancement of knowledge and recognize the special responsibilities placed upon us. Our primary responsibility to our subject is to seek and to state the truth as we see it. To this end we devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty. Although we may follow subsidiary interests, these interests shall never seriously hamper or compromise our freedom of inquiry.

2. **As teachers**, we encourage the free pursuit of learning in our students. We hold before them the best scholarly standards of our discipline. We demonstrate respect for the student as an individual, and adhere to our proper role of intellectual guide and advisor. We make every reasonable effort to foster honest academic conduct and to assure that our evaluation of students reflects their true academic merit. We
respect the confidential nature of the relationship between professor and student. We avoid any exploitation of students for our private advantage. We protect their academic freedom.

3. **As colleagues**, we have obligations that derive from common membership in the community of scholars. We respect and defend the free inquiry of our associates. In the exchange of criticism and ideas we show due respect for the opinions of others. We acknowledge our academic debts and strive to be objective in our professional judgment of colleagues. We accept our share of faculty responsibilities for the governance of our institution.

4. **As members of our institution**, we seek above all to be effective teachers and scholars. Although we observe the stated regulations of the institution, provided they do not contravene academic freedom, we maintain our right to criticize and seek revision. In consultation with the Provost, we determine the amount and character of the work we do outside our institution with due regard to our paramount responsibilities within it. When considering the interruption or termination of our services, we recognize the effect of our decision upon the program of the institution and act in a professional manner in advising the institution of our intentions or decision.

5. **As members of our community**, we have the rights and obligations of any citizen. We measure the urgency of these obligations in the light of our responsibilities to our subject, to our students, to our profession, and to our institution. When we speak or act as a private person we avoid creating the impression that we speak or act for our college. As a citizen engaged in a profession that depends upon freedom for its well-being and integrity, we have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

### 3.0 GOVERNING BODIES

#### 3.1 Faculty Senate

**Function:**

To review, develop, and recommend academic policies and procedures to help the institution accomplish the mission of the University. The Academic Senate also provides a forum for all faculty, full and part-time, to have input in University governance. This body reports to the Provost and consists of a Coordinator and faculty representing each department. Every active full and part-time faculty member of the University (does not have to be teaching a class to be active) can participate in and is a voting member of the Academic Senate. Every member has one vote. The Chair of the Academic Senate has no vote unless there is a tie, in which case, the president of the Academic Senate will cast the tie-breaking vote.

The President of the Academic Senate is elected for two-year term. His/her role is facilitation. He/she must hold and conduct regular meetings, execute the will of the Senate, and communicate its decisions to the Provost/Vice President.
The Academic Senate will meet on a monthly basis during the academic year.

### 3.2 Faculty Committees

#### 3.2.1 Library Committee

The library committee, consisting of the Library Director, faculty members, students, and the Provost shall assist the library in assessing current services, planning, future services, and developing collections. The Library Director will remain the chair of this committee.

Faculty and students will sit on this committee. (Student governing board will assign student representative.)

#### 3.2.2 Scholarship Committee

The Scholarship committee recommends policy and procedures for the administration of scholarships and financial aid programs. The committee may review decisions in individual cases where a problem has arisen. This committee reports to the Director of Student Services. This committee consists of a Coordinator appointed by the President, and who, in turn, appoints a committee representative of faculty, students, and community.

#### 3.2.3 Graduation Committee

The graduation committee reviews academic requirements for graduating students who have filed a petition for graduation. The committee is composed of Department Coordinators, Registrar, Graduation Committee Members and the Provost.

#### 3.2.4 Curriculum Committee

The areas of concern of the Curriculum Committee are the Academic Master Plan, the School Catalog (degrees, upper division, lower division and graduate level courses offered, assignment of course numbers, number of contact hours and/or credit given) and all matters relating to curriculum.

At the request of the Faculty Senate, the Curriculum Committee reviews curricular issues and makes recommendations to the Faculty Senate for specific action. Issues that arise may include but is not limited to course numbering, contact hours (above the requirements of the accrediting agency) and credit given.

#### 3.2.5 Faculty Affairs Committee

This committee makes policy recommendations on matters concerning the welfare, compensation, rights, privileges, and responsibilities of the University faculty, including faculty searches and appointments, promotion, retention, and other peer review processes; professional ethics and disciplinary procedures; professional activity.
3.3 **Ad-Hoc Committees**

The President or the Provost convenes ad Hoc Committees. The issue or task will determine membership on Ad Hoc Committees. The committee will cease to exist at the completion of the assigned task or issue.

3.4 **Committee for Professional Review**

The Committee for Professional Review consisting of the Provost, 3 rotating coordinators, reviews the results of the performance review for faculty members; participation and in-service commitment to educational research; teaching effectiveness; professional development and growth.

4.0 **Academic Freedom**

Academic freedom is a right of all faculty at The National Hispanic University. The NHU believes that the primary purpose of education is the search for truth and its free expression. To the extent of his/her ability, every faculty member has not only the right, but also the duty to participate freely in searching after and communicating truth.

Academic freedom is a central feature of the system of higher education in the United States. It is based on the premise that the search for truth in teaching, learning, and research contributes to the common good and that teachers and students alike should be protected in their pursuit of that truth.

Academic freedom encourages discussion and debate, and it protects those who espouse unconventional or unpopular views. It recognizes that controversy is inextricably linked with the process of free inquiry and thus is an expected feature of the academic process.

At the same time, there is the recognition that with this freedom come certain responsibilities. Those rights and the related responsibilities are summarized below:

1. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties.

2. Faculty members are entitled to freedom in the classroom in discussing their subject.

3. Every faculty member must be free to adapt his/her methods to the conditions under which he/she works. Such conditions would include his/her personality and talents and character of his/her students.

4. Faculty members are citizens, members of a learned profession, and representatives of an educational institution. When they speak, write, or artistically express themselves as citizens, they should be free from institutional censorship or discipline. Their special position in the community, however, imposes special obligations. As persons of learning and as institutional representatives, faculty members acknowledge that the public may judge their profession or the institution by their utterances. Faculty members at all times strive to be accurate, endeavor to exercise appropriate restraint, show respect for
the opinion of others, and make every effort to indicate that they are not speaking for the institution.

Note: The above statement is based upon the 1940 Statement of Principles on Academic Freedom and Tenure developed and endorsed by the Association of American Colleges and the American Association of University Professors. It has been tailored to meet the special needs and circumstances of The National Hispanic University.

4.1 RESEARCH AND PUBLICATIONS

The faculty member is entitled to full freedom in research and publications.

4.2 CLASSROOM

The Faculty member is entitled to freedom in the classroom in discussing his/her subject within the context of the course outline or syllabus.

1. Every faculty member must be free to adapt his/her methods to the conditions under which he/she works. Such conditions would include his/her personality and talents and character of his/her students.

2. The faculty member can and should present to the student newly discovered facts and laws; new developments or new applications of old knowledge; and new theories which may be advanced in the explanation of known data, whether physical, political or social. However, a faculty member cannot and shall not teach as true what he/she knows to be false; or teach as a fact or universal law that which is only hypothesis or theory. A faculty member is obligated to present his/her students a clearly defined difference between those statements, which have documented references in their support and those, which are their personal opinions. Furthermore, he/she is obligated in accepting a faculty contract to respect and support the mission, goals and objectives of The National Hispanic University.

3. Instructors are encouraged to utilize the expertise of guest lecturers in their classes where appropriate.

5.0 PROCEDURES RELATING TO CURRICULUM REVIEW AND CHANGE

5.1 NEW PROGRAMS AND MAJOR REVISIONS OF EXISTING PROGRAMS

Proposals for new academic programs or for major revisions of existing academic programs are reviewed by the Curriculum Committee prior to presentation to the Academic Senate for discussion. Procedures for creation of new curricula and
modification to existing curricula are documented in the Curriculum Development Procedures.

Once the Curriculum Committee approves the proposal, it presents its recommendations to the Faculty Senate. A summary of the faculty discussion accompanies the presentation of the proposal to the Provost.

5.2 PERIODIC CURRICULUM REVIEW

Each academic program is reviewed every fifth year by an ad hoc review committee appointed by the Provost in consultation with the Department Coordinator.

The Provost and the Department Coordinators meet in the summer prior to the year of review to determine the members of the review committee and to discuss the format of the review process and its timetables. As a result of the review, the Department Coordinator in consultation with faculty submits to the ad hoc review committee and the Provost, a proposed revised text for the catalog and a five-year plan for the development of the department and its curriculum.

Examples of Process are:

Model A: The Department Coordinators may simply submit the proposed catalog and five year plan for review by the ad hoc curriculum committee and the Provost. After such review, the Department Coordinators may meet with the committee to address any questions or concerns.

Model B: The Department Coordinators, either alone, or with departmental faculty and/or students, may meet with the Provost and the ad hoc curriculum committee to discuss strengths and weaknesses of the department, possible changes and important elements of the five-year plan.

1. A meeting could occur at the beginning of the review process and be a platform for student needs new directions in the discipline, and exploring together possible new directions for the Department.

2. A meeting could occur after the Department has considered new directions. After such a meeting, the Department Coordinator continues to work with the department faculty to develop the revised catalog section and the five-year plan for final submission to the ad hoc committee and the Provost.

Once the plan is approved by the Provost, the Department Coordinator is responsible for seeing that the costs implied are proposed as part of the operating salary or capital outlay budgets of the appropriate year and for exercising the leadership necessary to implement the plan.
Department Coordinators are advised to develop action plans for each objective to be addressed in the next academic year with their departments. Action plans involve statements of task responsibilities, deadlines, and periodic updates regarding the accomplishment of the objectives for a given year. Department Coordinators report to the Provost each year on departmental progress in implementing their long-range plans.

6.0 FACULTYPOLICIES

6.1 GENERAL POLICIES PERTAINING TO FULL AND PART-TIME FACULTY

The University Faculty consists of all full-time appointed faculty and part-time faculty instructional personnel with the rank of instructor or above, and the Library Director.

6.2 HIRING PRACTICES (NEPOTISM)

Spouses, parent/children and/or siblings may be employed simultaneously at the University. However, they may not work in a supervisory relationship to each other.

6.3 FACULTY QUALIFICATIONS

Applicants desiring to teach degree-granting courses at NHU should have either one of the following:

1. A Masters degree, or higher, from an accredited U.S.A. university in the discipline or subject matter the applicant wants to teach, preferably with at least one year of past teaching experience – with favorable evaluations – in either a USA accredited university and/or community college.

2. Applicants holding degrees from foreign universities must first have their degrees evaluated by a recognized and certified agency and/or the department coordinator recommendation, which evaluates foreign degrees.

6.4 SUBJECT MATTER QUALIFICATION & APPROVAL TO TEACH SPECIFIC COURSES

1. Once a faculty applicant has been approved to join the NHU faculty pool (full time and or part time), the faculty member is approved to teach any course in their discipline of their Masters Degree or higher.

2. However, if a faculty member desires to teach a course not directly related to their discipline, then he or she must complete and submit a Faculty Credentials to Teach NHU Course form in order to receive approval to teach the requested course. The instructor must submit a completed Form for each out-of-discipline course he/she requests approval to teach.

3. Coordinators will review the supporting statements and documentation and issue or deny approval, and communicate the decision to the applicant.
4. The record or such approvals/denials will be kept as part of the faculty member’s HR/Academic record.

5. Only the Provost/VP, or his/her designee, is authorized to waive the approval requirement on an “emergency hire” basis.

6. All faculty are expected to participate in faculty meetings, complete in-service training and continue their professional development while employed, or while being part of the faculty pool at NHU.

NOTE: See Appendix E for appropriate form “Faculty Credentials to Teach NHU Course”

7.0 PROFESSIONAL DEVELOPMENT

NHU is deeply committed to academic excellence in faculty preparation and teaching effectiveness. Education can only be as effective as the knowledge, methods, creativity, and enthusiasm of those entrusted with communicating its message to the students. We believe that a dynamic and rewarding educational experience requires continued growth and development of the faculty, both as educators and as human beings.

NHU will support full-time and department chair/coordinator designated core faculty professional development. The Provost and Senate will agree on a professional development application process. The department chairs or coordinators will be responsible for approving faculty requests for professional development opportunities.

All full-time faculty and designated core faculty will have, on an annual basis, the opportunity to attend at least one professional conference in the faculty’s discipline or area of expertise. NHU will minimally pay conference fees and travel. Those faculty who participate in conferences may be called upon to make a presentation at NHU within sixty days for the purpose of enlightening the larger community.

7.1 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Shall include:

A. Fee waiver;
B. Professional leaves without pay;
C. Short-term absence with pay for approved conferences, workshops, and other professional meetings;
D. Reduction in assigned Weighted Units or other work responsibilities to pursue scholarly activities, training or retraining of benefit to The NHU;
E. Specialized work schedules to pursue scholarly activities, training or retraining of benefit to The NHU.

7.2 PROFESSIONAL DEVELOPMENT OUTCOMES SOUGHT

A. Improvement of classroom performance by using alternative teaching techniques;
B. Enhancement of current academic and technical knowledge and skills;
C. In-service training for application of course information to the job market;
D. Computer and technical proficiency;
E. Courses and training implementing diversity programs;
F. Alternative teaching/learning styles;
G. Use of audio and visual tools, such as overhead transparencies as a learning aid;
H. The student directed classroom;
I. Teaching critical thinking in various disciplines.

Faculty may obtain forms requesting professional development assistance from the Office of Provost.

8.0 ROLES AND RESPONSIBILITIES OF DEPARTMENT COORDINATORS AND CHAIRS

8.1 STUDENT-RELATED RESPONSIBILITIES

The Coordinator and Chair will do the following:

1. Advise students (along with other full-time faculty)
2. Monitor senior theses and comprehensive examinations
3. Advise students of personal, financial and career counseling opportunities, internships and Placement Services as appropriate.
4. Write letters of recommendation requested by students promptly and encourage departmental faculty to do likewise.
5. Act as a mediator, if (a) student(s) and a faculty member reach an impasse after direct communication in an effort to resolve a dispute.
6. Support student activities through involvement and participation within the department and University.
7. Refer student grievance, probation or dismissal processes to the Provost for Academic Affairs.

8.2 FACULTY SUPERVISION AND SUPPORT

The Coordinator and Chair will do the following:

1. The Coordinators and Chairs will hold regular department meetings for the purpose of carrying out vital departmental and university business.
2. Work with the faculty to develop and implement the goals, objectives, and priorities of the program that are consistent with the University’s mission and goals.

3. Conduct annually, as necessary, interviews with full or half time faculty members to review the accomplishment of goals and objectives set for them the previous year. Set new goals and objectives for the coming year and follow up such an interview with a letter (with copy for department files) summarizing key points from the meeting.

4. Promote faculty disciplinary and instructional development by supporting faculty participation in professional conferences, meetings, and workshops.

5. Support faculty research and publication when institutional resources are available.

6. Review with the instructor, the course evaluations for faculty in the department, addressing any problem areas indicated in the evaluations or other areas of concern as soon as possible. The Provost should then submit to the instructor a summary, in writing, of the discussion including the nature of the difficulties discussed and the faculty member’s plan for addressing them.

7. Initiate termination of a faculty member, when appropriate, in consultation with the Provost/President.

8. Prepare job descriptions and announcements to obtain approval from the Provost President. Conduct searches for new faculty in accordance with fair employment procedures and recommend departmental faculty appointments to the Provost/President after consultation with the full time members of the department.

9. Orient new faculty.

10. Conduct formal evaluations of new full-time faculty and recommend reappointment or termination to the Provost/President.

8.3 **GENERAL ADMINISTRATIVE**

The Coordinator and Chair will do the following:

1. Secure faculty, supplies, equipment, facilities, and staff support that are needed to achieve program goals.

2. Work with the university Librarian to monitor library holdings to decide on the removal of outdated materials, and encourage each faculty member to recommend new titles for acquisition in his/her area of expertise.

3. Process departmental correspondence and requests for information.

4. Monitor departmental compliance with applicable federal and state laws (copyright, occupation, hazard and safety requirements, etc.).

5. Delegate administrative tasks when necessary and appropriate to faculty and staff.
9.0 PROFESSIONAL REVIEW CRITERIA

PREAMBLE: Teaching is the central activity for all NHU faculty, and a high level of teaching effectiveness is the central criterion for reappointment and salary increases. Teaching takes place in the classroom, the laboratory, in the field, and in advising. A strong record of academic performance is essential for all faculty. This includes encouraging students’ active involvement in learning; closely supervising student projects and programs of study; preparing carefully written, rigorous evaluations of course work. The faculty member’s teaching should reflect currency in his or her field, imagination and freshness and an appreciation for the mission of The National Hispanic University. Faculty are expected to demonstrate excellence in teaching and a profile that reflects strength in their university service and scholarly activities.

9.1 TEACHING EFFECTIVENESS, UNIVERSITY SERVICE, AND PROFESSIONAL DEVELOPMENT

Professional Review will be used to evaluate the following:

1. Instructor's currency and command of the subject matter related to his/her discipline.
2. Instructor's compliance with university and departmental goals in the development and presentation of university courses.
3. Instructor's use of effective and innovative technologies and methods for communicating and evaluating course instruction and outcomes.
4. Instructor's openness to new ideas, diverse points of view and alternative approaches to solution development.
5. Instructor's contribution to university and community service.
   a. Instructor's documented contribution to their field of study in the areas of research, publications and presentation
   b. Student advising

9.2 UNIVERSITY SERVICE

Areas of Evaluation

A. University Committees
   a. University governance, promotion and growth
   b. Student recruitment and retention support
   c. Grant and scholarship development
   d. Course and program development and assessment

B. Faculty Governance
   a. Senate participation
   b. Committees participation
   c. Faculty assessment, development & review participation

C. Community
   a. Local organizations
   b. Community outreach
c. Leadership

9.3 **PROFESSIONAL DEVELOPMENT**

**Areas of Evaluation**

A. Scholarly Research
   a. Progress in areas of professional interest
   b. Grant procurement
   c. Student involvement (mentorship)

B. Contributions to Field of Study
   a. Publications
   b. Presentations
   c. Peer reviews

C. Continuing Development
   a. Conference attendance
   b. Conference leadership
   c. Currency in field

9.4 **TEACHING EFFECTIVENESS REVIEWS**

*The Peer Evaluation will address the following:*

1. Verification that the curriculum is current and in compliance with catalog descriptions and departmental course objectives
2. Verification that the course content is academically appropriate for the student level, unit value and sequence of the course
3. Verification that the assignments and evaluation methods
4. Develop and test for higher cognitive skills and the application of such principles
5. Verification that the evaluation criteria for students are fair, consistent, well documented and consistent with university and departmental objectives and standards
6. Verification that the course pedagogy is varied, using combinations of lecture, cooperative learning, collaboration, and computer technology when applicable
7. Verification that the instructor has interest, enthusiasm and command of the subject matter while developing and maintaining student interest and participation

*The Student Evaluation will address the following:*

1. Verification that the instructor distributed and discussed the syllabus in the first week of the course and clearly presented the course goals, objectives and evaluation methods.
2. Verification that the evaluation methods for student performance stated in the syllabus are clear, balanced and objective.
3. Verification that the lectures, text, reading, written assignments, research and teaching methodology and resources were appropriate for the level of the course.
4. Verification that the instructor is prepared and effectively manages the prescribed class meeting schedule.
5. Verification that the instructor is sensitive to the students’ needs, cultural diversity, and human dignity.
6. Verification that the course material is well organized, presented and understood.
7. Verification that the instructor follows stated grading criteria.

**The Self-Evaluation will address the following:**

1. Assessment to which degree the learning objectives and outcomes for the course were met and what methods were used to determine success.
2. Assessment of the effectiveness of methods, formats or technologies used in the course.
3. Assessment of the strengths and weaknesses of the format used by the instructor during the course and recommended changes or enhancements for the next time the course is taught.
4. Assessment of the effectiveness of additional outside of class preparation and the value it may have added to the course.
5. Assessment of the instructor's grading criteria, balance of workload, and attempts to stimulate creative and independent thought.

**The Administrative Evaluation will address the following:**

1. Verification that the course goals, objectives evaluation methods are clearly stated in the syllabus and appear to be consistent with the course title, catalog description and departmental course outlines.
2. Verification that the methods of examinations and other forms of outcomes assessment are appropriate in length, frequency and preparation.
3. Verification that the instructor has interest, enthusiasm and command of the subject while developing and maintaining student interest and participation in the material.
4. Verification that the instructor has a flexible approach to student needs; encourages student creativity, differing points of view and feedback; and assists students in objectively evaluating their own work, ideas and processes.
5. Verification that student and property safety are maintained.

**Frequency and Assignment of Academic Competence Review Duties**

a. Peer Reviews will be conducted at least once during each academic year by at least one permanent faculty or the department coordinator.
b. In the case where an academic department has only one permanent faculty, an administrative review and/or review by other faculty members will be conducted.
c. Student Evaluations will be conducted during the last few weeks of each course the instructor teaches. In addition to the end-of-course evaluation, new faculty will be evaluated by the student at midterm.
d. Self-Evaluations will be submitted to the Provost within two weeks of the completion of a module

e. Performance Reviews will be conducted annually for all faculty who teach a minimum of three courses per academic year

f. All evaluations and/or their summaries are to become part of the faculty’s extended permanent file and available for review by faculty member upon request

g. The Provost will oversee that this process is implemented and will provide an annual report to the President and Faculty Senate.

9.5 REAPPOINTMENT PRINCIPLES AND CRITERIA FOR MULTI-YEAR CONTRACTS

The primary basis for judgment in reappointment decisions is the formal evaluation of the quality of the faculty member’s work in the areas of teaching effectiveness, university service, professional development, and other academic duties. The reappointment process should encourage and honor excellence.

Judgments can only be as sound as the evidence on which they are based. The university is responsible for continuing evaluation that encourages professional growth and provides the foundation for sound judgment. Faculty will be evaluated yearly, regardless of length of appointment. During the last year of the contract a formal dossier review will be carried out.

Full-time faculty eligible for multi year contracts, are those that meet the following conditions:

1. Are currently full time
2. Are compensated full time from the general fund budget

Full-time faculty positions that are fully or partially compensated through restricted funds (e.g. private or public grants) are eligible to use their one-year performance reviews towards a multi year contract when a full time position is offered to them.

10.0 FACULTY COOPERATION WITH ADMINISTRATIVE OFFICES

Evaluation of performance in this area will be based on reports accumulated in the Academic Affairs Office over the period of review. Performance of the following administrative functions is essential to the smooth running of the University.

The individual should:

A. Meet deadlines for class lists, grades, etc. Meet classes and administer examinations at the times and places assigned or arrange changes through the Office of Academic Affairs;

B. Meet deadlines for course listings and other information requested by administrative personnel;

C. Meet deadlines for book order requests;
D. Submit appropriate parts of purchase orders and invoices to the Finance Office promptly;

E. Check mailbox and electronic emails at least weekly;

F. Post schedule of office hours and be sure to be available at scheduled time;

H. Complete tasks and submit reports punctually.

11.0 FACULTY RESPONSIBILITIES

11.1 INSTRUCTIONAL

Faculty must notify the department chair/coordinator in advance of any planned absences and ensure that instruction continues. The faculty member working with the department chair/coordinator will make best efforts to ensure an appropriate instructional experience is provided. In the event of emergency absences, the faculty member will notify the Nighttime Supervisor prior to the regular class meeting and will notify the department chair in writing as soon as possible after the emergency absence.

Ordinarily absences from scheduled classes are for one of the following reasons: Sickness, serious family situations (i.e. a death in the family), attendance at a conference or meeting on behalf of the University.

Absence from class for attendance at professional and educational meetings must be approved in advance by the Coordinators. Faculty members are expected to meet all academic obligations within the period of the contract: to conduct all scheduled classes and examinations; to attend faculty, department, and committee meetings as required; and to attend academic ceremonies such as Commencement Exercises. Adjunct faculty conduct scheduled classes and examinations, post their office hours, and discharge other functions for academicians in a timely and responsible manner.

Nighttime Supervisors change every module.
Night Supervisor’s Emergency Cell Number: 408-592-3236
Security Pager: 408-461-6293

11.2 TEACHING LOAD

A unit is considered to be the equivalent of fifteen contact class hours. The normal full-time teaching load per year is up to eight courses, which is equivalent to a maximum of 24 units within the full time academic year. Anything exceeding 24 units (eight courses) will necessitate an adjunct contract.

Upon the recommendation of the department coordinator and with the approval of the Provost, the unit load may be adjusted to allow for cases in which class load or preparations are exceptional or services rendered are significantly beyond the ordinary
class commitment (i.e., administrative responsibilities, academic advising, committee work, recitals). Faculty members are encouraged to discuss adjustments with their Provost.

While overloads are generally discouraged, a teaching overload may be allowed with the mutual agreement of the faculty and administration. Overloads are paid in accordance with the adjunct salary scale.

11.3 Student Advising

Full-time faculty will have the normal advisement load as determined by department policy and practice.

11.4 Governance

Faculty plays a central role in the governance of the institution. The faculty has a primary responsibility to promote excellent academic programs and sound academic policies and procedures to ensure that NHU students enjoy a high quality education. Outside of academic affairs the faculty will have a voice and input into vital university policies and developments. To this end, faculty will actively participate in the Faculty Senate and other important institutional bodies.

11.5 Office Hours

Full-time faculty members are expected to consult for a minimum of 6 office hours per week and to be available on other occasions by appointment for students who cannot come at their posted office hours.

Faculty teaching 6 units are expected to be available to students for 2 hours per week, while those teaching 3 units for only 1 hour per week, preferably adjacent to the class time.

NHU administration is committed to provide physical space and resources to all full and part time faculty to facilitate quality office hours for meeting with students.

11.6 Secondary Employment

Full-time instructional personnel are expected to devote professional energies to teaching and administration. If faculty seeks supplementary employment, it should not interfere with their obligations to the University.

12.0 Academic Procedures and Policies of Interest to All Faculty

12.1 Course Outlines and Textbook Lists

Faculty needs to contact their Department Coordinator, Academic Operation Officer or Faculty Liaison. The Department Coordinators have the class outlines for each course at
the University, which convey to the instructor the class objectives in order to better assess student outcomes.

**Textbooks:**

Each faculty member is responsible for ordering their own desk copies from the publishing companies.

Forms for ordering students textbooks are obtained on the NHU website.
Dates for placing orders must be adhered to strictly if books are to arrive on time.

### 12.2 Census Attendance

1. Two lists are provided to facilitate management of your class:
   a. A Preliminary “Attendance Roster” will be provided to you on the first class meeting, and a Census Attendance Roster on the Census date (4th class meeting). Submit your Census Attendance Roster by the 6th session to the Registrar’s office. Use this roster to drop students who have not attended any class meetings. You will then receive an updated and final Attendance Roster.

   **Note:** Any student who DOES NOT appear on your Census Roster should be sent to the Registrar immediately. The student should not be allowed back in class until they can provide a “receipt” from the Office of the Registrar.

   b. A “Contact” list for each student in your class on the first day and one with Census Roster. Please safeguard this list. It has the students’ phone #. It is not to be copied or shared with the students. *Several students have expressed concerns about privacy of such information.*

   Students who do not register prior to the 2nd day of class will not receive credit for the course.

### 12.3 Class Attendance

The individual instructor determines the degree to which class participation and hence class attendance is a part of the work required for a course. The instructor should factor this component into the grading policy and inform the students at the beginning of the course.

It is the responsibility of the instructor to keep accurate records of student attendance, class work, required readings, assignments, periodic tests, final examinations, and other activities used to evaluate the learning situation.

Inconsistent attendance is a matter of serious concern to the faculty and administration because it jeopardizes students' participation in the learning process, and restricts the depth and scope of the individual educational process. The academic progress of students is restricted because only complete attendance at all classes enables students to fully benefit from instructor's identification of subject matter relevance, classroom information
and discussion extending beyond the scope of course texts and practical demonstration. Class attendance and participation are considered important factors in determining the final grade and credit for any class, laboratory or clinical internship.

The policy of The National Hispanic University is as follows:

A. Absences totaling more than 20% of the meetings of a class over a semester's work will constitute a necessity for review by the Registrar’s office.

B. Any student wanting to appeal their grade reduction due to their class absences must submit an appeal or review of the grade to the Registrar’s office within six (6) weeks of the beginning of the following semester.

C. A student who is absent more than 20% of the class hours in a course is automatically dismissed from the course without course or hour credit. The student will need to repeat the course.

E. Attendance will be taken at the beginning of all classes and at the conclusion of multi-hour sessions.

F. Three tardies will equal one absence.

H. A student attending 90% or more of the class periods will receive full hour credit for the course. Each student’s record of attendance will be reviewed regularly by the faculty member throughout the semester. In the event that a student’s record of absence results in dismissal from a course, the student must contact the professor. Timely reporting of excessive absences is crucial for effective operation of the attendance policy. Students who violate the policy must be notified quickly so that they gain a healthy respect for the policy and the institution's intention to enforce it.

The professor should report frequent or extended student absences, to the Coordinator of the Department.

Academic work begins and ends on the days specified in the University Calendar. It is particularly important that faculty members hold their classes on days immediately preceding and following vacation periods and make clear their expectations that students attend. Special permission to make up work missed at these times should ordinarily not be given. The instructors’ class record (attendance record) is the official record for attendance and grades.

12.4 DISRUPTIVE BEHAVIOR

Faculty should not tolerate disruptive behavior at any time. Expectations regarding punctuality and classroom behavior should be made clear when either becomes a problem. A disruptive student should receive his/her first warning in private. If the behavior continues, the student can be asked to leave the classroom. Persistent discipline
problems should be referred to the Director of Student Outreach and Support Services and the Office of Academic Affairs.

12.5 **Midterm Grades**

Instructors are encouraged to give letter grades at midterms. While a faculty member may think he/she has adequately conveyed to the student how he/she is doing through conversations, or written comments, the student may not have received the message. Students who find that they are doing poorly in a course too late to correct it, can become angry, discouraged and disillusioned with the University. Such anger or discouragement negatively affects our retention rate. In addition, the giving of a midterm grade lower than what the student was anticipating can become the occasion for a discussion between the instructor and student which helps the latter to become more constructively critical of his/her own performance. Once the inadequacies are clearly understood they may be corrected, through a cooperative instructor/student effort.

12.6 **Final Examination**

Final examinations may not be taken in advance of the scheduled time; nor may examinations be deferred for personal reasons (travel, going home for the holidays, etc.). Final examinations are to be given on the posted date and time (there are to be no exceptions). Classes that have condensed schedules are to give final examinations after the class has met for 30 hours in 2 unit courses; and 45 hours in 3 unit lecture courses. The examination is to be given on a separate day after the last class meeting.

12.7 **Final Grades**

Instructors are responsible for determining student's grades. These grades must be submitted within one week of the completion of the module. When grades are reported to the Admissions and Registration Office, they represent the instructor's final decision as to the student's achievement in this class and not given as a warning, punishment or reward. Grades will not be changed unless the instructor certifies in writing on the Request for Record Correction/Change that an instructor's error has been made in computing a grade and presents documentation supporting the error made. If there are any questions regarding the recording of grades, please consult with the Provost or the Office of the Registrar before submitting the grade rosters. No final grades, other than Incomplete, may be changed by the faculty based on work completed after the close of the module. An agreed upon delay in submission of work should be legitimized by the obtaining of an "Incomplete," and the grade should be withheld until the work is received or the negotiated deadline for the submission of the work is passed. Permission of the Provost is required to change any grade, once it has been submitted.

12.8 **Grade Roster**

Grade rosters will be issued at the end of class. Grade Roster must be completed in INK. The instructor must initial any mistakes and/or corrections. There is a write-in section for any student who does not appear on the Grade Roster. For every student who is awarded an “incomplete” as a grade the instructor must submit Report of Incomplete Grade form.
Instructors must submit the Grade Roster along with the Attendance Roster to the Office of the Registrar within one week of the completion of the class.

12.9 INCOMPLETES

An “incomplete” may be negotiated with an instructor when a student has NOT fulfilled all the requirements of the course due to legitimate reasons beyond his/her control. Inability to complete all course requirements is not grounds for an Incomplete grade. A grade must be issued based on the work completed. The instructor must obtain an official Incomplete Form from the Registrar’s Office, fill it out and turn it in with the course grades at the end of the module. The instructor must make certain that an Incomplete Grade Form is submitted with final grades for all “I” grades given to students. Students have one semester to clear an “I” grade. The work to remove an "incomplete" incurred in the Summer Semester, for example, must be submitted to the instructor by the Fall Semester. The instructor is requested to submit Request for Record Correction/Grade Change form to the Registrar by the specified deadline. If an “I” grade is not cleared within one semester, the “incomplete” becomes an “F” as a permanent grade.

12.10 GRADE CHANGE FORMS

When grades are reported to the Office of the Registrar, they represent the instructor's final decision as to the student's achievement in this class. Grades will not be changed unless the instructor certifies in writing on the Request for Record Correction/Grade Change that an instructor’s error has been made in computing a grade and presents documentation supporting the error made. If there are any questions regarding the recording of grades, please consult with the Office of the Registrar.

No final grades, other than Incomplete, may be changed by the faculty based on work completed after the close of the module.

12.11 INDIVIDUAL DIRECTED STUDIES

Individual Directed Study courses are offered under special conditions or educational needs which cannot be met by the available curriculum. Students who are completing their programs and require specific course(s) that will not be offered by time of completion may be enrolled in an Individual Directed Study. No student will be allowed to enroll as an Individual Directed Studies student if the course is scheduled to be offered in a timely fashion, which will enable the student to graduate on time. An Individual Directed Study is permissible only with qualified faculty during the academic year. In summer, Individual Directed Studies are permissible with any regular full or part-time faculty member.

Students should not be allowed to begin work on individual study until tuition for the Individual Directed Study is paid. The privilege of Individual Directed Study is limited to students who:

- Have at least a 3.00 Grade Point Average,
- Are not on Academic Probation,
- Have upper division status and
• Have not exhausted the maximum number of 12 units (4 classes) of Individual Directed Study at the National Hispanic University.

One unit of individual study represents 40-50 hours work, resulting in satisfactory work, which is equivalent to the number of instruction and homework hours required. Individual Directed Study forms MUST be completed before any assigned work begins. Individual Directed Study is offered to students as advanced work to meet a prerequisite or as needed to complete the requirements for graduation.

When faculty work with students in filling out individual study forms, they should ensure that there is sufficient detail to permit processing the forms the first time they are brought to the Academic Affairs Office. Faculty themselves must clearly state the instructional objectives; frequency of conferences and discussions; what are the learning outcomes and how the student's work will be evaluated.

Payment to faculty for an independent study is made after the grade is submitted to the Registrar. Faculty receives $200 per student for conducting the Independent Directed Study.

12.12 Unauthorized Withdrawals

Students who simply absent themselves from class or tell the instructor that they are withdrawing from the University without filing the required form will have an unauthorized withdrawal (U) posted to their records.

12.13 Field Trips

Field trips that are required as a regular part of the instruction in a course must be stated in the course syllabus. Instructors should not arrange transportation for students. Students are responsible for their own transportation to the field site. Field trips not stated in the course syllabus or stated in the Catalog must be requested in writing to the Provost. Field trips that are not officially advertised in the University catalog are not to be made a required part of the course.

12.14 Student’s Recording Equipment

State law provides for the protection of instructors by requiring that the use of recording devices in the classroom have prior approval by the instructor concerned. Faculty should be aware that federal mandates of "reasonable accommodation" for disabled students might make recordings necessary for accommodation purposes.

12.15 Class Meetings & Classroom Assignment

Classes are required to meet for the full instructional period as assigned for the specific course. There must be an allowable interval within the instructional period for classes of more than 2-hour duration. If a class is not conducted for the full time scheduled, the instructor must report the circumstances to the Provost no later than the close of the next school day.
A room and time is pre-assigned to your class, even for your Saturday sessions (if needed). DO NOT switch without getting permission in advance from your Department Coordinator. Should your class have to meet at any other time or place other than assigned, please inform your appropriate Coordinator in advance.

12.16 Prompt Dismissal of Classes

Instructors are required to dismiss their students promptly at the end of each instructional period and not before.

13.0 Benefits

The Human Resource Personnel Manual has the latest information on benefits. The personnel manual supersedes the information herein. To receive a copy of this personal manual, contact Human Resource staff.

13.1 Federal Insurance Contributions Act

All faculty members are subject to the regulations and benefits of the Social Security Act (FACT). The University is required to deduct a percentage of each employee’s wages. A tax equal to the employee's contribution is then contributed by the University.

13.2 State Disability Insurance

State law requires that a percentage of each employee's salary be deducted up to a maximum level. Benefits are payable when an individual cannot work because of sickness or injury not relating to his or her job.

13.3 Workmen’s Compensation Insurance

All faculty members are covered by Workmen's Compensation Insurance. This insurance provides medical, surgical, and hospital treatment in addition to payment for loss of earning that result from work. Workmen's Compensation is provided at no cost to the employee. The Human Resources Office must be notified promptly of any accident so that the proper reports may be filed.

13.4 Unemployment Insurance

This insurance provides eligible claimants with weekly benefits based upon an earnings formula established by law. The cost of this benefit is paid entirely by the University. Additional information on any of these benefits is available in the Human Resources Office.

13.5 Retirement

Normal retirement age ("NRA") has been established as the last day of the academic year (i.e., August 31) in which an employee reaches age 65. However, an employee who
reaches NRA and otherwise meets the standards of the University is not required to retire by reason of reaching NRA, provided he/she gives written notice, in accordance with the following procedure of the desire to remain employed:

13.5.1 In the period from 180 to 90 days before an employee’s NRA, the University will give the employee a written advisory notice that if he/she intends to remain under the employment of the University beyond NRA, he/she must deliver a written notice of such intention to the President of the University within 45 days of the date of the advisory notice.

13.5.2 Within 45 days of the date of the advisory notice, the employee, if he/she desires to remain under the employment of the University beyond NRA, must deliver a written notice of such intention to the President of the University. An employee who does not deliver such written notice will be subject to mandatory retirement at NRA.

13.5.3 An employee, who remains under the employment of the University after NRA, may receive annual inquiries from the University to determine whether he/she intends to continue in employment. An employee who receives such an annual inquiry will be expected to promptly respond thereto in writing.

13.5.4 An employee, who remains under the employment of the University after NRA and thereafter intends to retire, must give the University at least 60 days written notice of that intent.

13.6 **Supplemental Retirement Annuity**

An SRA makes it possible for an employee to tax defer additional funds over and above those accumulating under a retirement plan. To invest in a tax-deferred annuity, it will be necessary for an employee to sign a salary reduction agreement. This enables the University to pay premiums on a cashable annuity contract that becomes fully vested in the employee.

13.7 **Health Insurance**

All full-time faculty members may participate in University’s Health Plan or Dental Plan. The University pays approximately 100 percent of the total cost for the employee. Additional information on any of these benefits is available in the Human Resources Office.

13.8 **Vacation Days**

NHU has established a vacation plan to provide eligible employees who have completed at least six months of service with a period of rest and relaxation without loss of pay or benefits. See personnel manual or human resource for further information.
13.9 **Sick Days**

In order to help prevent the loss of earning that may be caused by accident or illness, NHU has established paid sick leave. Regular full-time employees are eligible for twelve days of sick leave per 365 days a year after completion of six months of full time employment. Regular part-time employees are eligible to accrue sick leave on a pro rata basis after six months of employment. Employees do not accrue sick leave during their introductory periods, nor do employees accrue sick leave while on leave of absence. Temporary employees are ineligible to earn or receive sick leave. Sick time is accrued one day per month, beginning the first day of the month following six months of full time employment. Employees with excessive absenteeism for any reason are subject to termination.
14.0 LEAVES

The Human Resource Personnel Manual has the latest information on benefits. The personnel manual supersedes the information herein. To receive a copy of this personnel manual, contact HR.

14.1 EMERGENCY LEAVE

When it is necessary to apply for a short leave for health, personal emergencies, or other, the faculty member should arrange with the Provost to ensure the continuity of his/her program and the fulfillment of its objectives. This arrangement may vary depending on the nature of the class and the number of weekly meetings. As a result, the University has established the following guidelines:

A. For absences no longer than one full week, the faculty member will either schedule make up classes, or when feasible, arrange for one of his/her colleagues or other qualified person(s) to conduct his/her classes;

B. For absences up to two weeks, make-up classes are not feasible, as they would place an unreasonable burden on students. Therefore, the faculty member will arrange for colleagues or other qualified person(s) to conduct his/her classes;

C. Should a faculty member anticipate, or circumstances require, a longer absence, the department coordinator shall arrange for a substitute. The department coordinator will also decide, depending on the length of the absence and the time remaining in the module, whether the substitute will remain to the end of the module.

D. Should a substitute be required during the first two weeks of absence, the University will be responsible for his/her salary. Following this period, the University reserves the right to deduct the cost of hiring the substitute from the faculty member’s salary.

14.2 LEAVE FOR JURY DUTY

The department coordinator or Provost may grant leave of absence for jury duty to a faculty member. If a qualified replacement cannot be provided for the faculty member, the department coordinator or Provost should request that the jury commissioner defer such service to a time when classes are not in session. Jury service pay shall not exceed the number of working days in any one calendar month during the year. The University does ask that the employee request a Jury Certification slip from the jury Commissioner when he/she reports for jury duty. This certification is to be submitted to the Human Resources Office.

A permanent employee who performs jury duty will be paid the difference between certified jury duty pay and regular pay.
14.3 **Leave of Absence**

Full-time faculty members, after three or more years of service, may apply for a one semester or a one-year leave of absence without pay. This request must be approved by the Provost, President, and the Board of Trustees. Applications must be made one semester in advance.

14.4 **Sabbatical Leave**

Sabbatical leave with full pay for one semester (or module), or half pay for one academic year, may be granted to any faculty member with the rank of assistant professor or higher who has served at least six or seven academic years; at the appropriate time with available financing this policy will be implemented. Additional sabbatical leaves may be granted whenever the faculty member completes another six-year service cycle. Additional sabbatical leaves may be granted whenever the faculty member completes another six-year service cycle.

A sabbatical leave should not be considered a right of a faculty member but is accorded to qualified members of the faculty to help them improve their academic contribution to the University through study, research, travel writing, or creative activity. When applying, faculty are asked to take care that the objectives of the sabbatical are clearly specified and that goals are set that have a reasonable expectation of being completed. Financial support is until an account is given after the sabbatical is over and faculty member have awarded on the basis of merit, and the obligation of faculty members to their projects is not completed resumed teaching duties.

A sabbatical leave will be granted only with the written understanding that the faculty member, following the leave, will continue service at the University. Faculty members accepting a sabbatical leave are expected to repay the University in full if they do not remain at the University for two academic years after their sabbatical.

Not more than one sabbatical leave will be granted at any one time in the same department.

15.0 **Salary Schedules**

15.1 **Salary Schedule for Full Time Faculty**

The National Hispanic University full-time faculty salary schedule has not changed since June 2001. The tendency is to pay full-time instructors approximately the same salary within a rather limited range. All faculty salaries are paid over a twelve-month period, in 24 equal amounts.

15.2 **Salary Schedule for Part Time Faculty**

Part-time faculty members are paid on a per-unit basis and are hired on a per module basis.
All new hires begin on the first level. The proposed scale is supposed to take effect for new hires in Fall 2004.

All other adjunct faculty already teaching at NHU will have their units tabulated from date of hire on a case-by-case basis. Initially, they will also be placed on the first level, and will immediately move up depending on the number of units they have taught at NHU. (For example, if your date of hire was June 2000 and you have taught 15 units and attended two workshops, you will move to the second level.)

Instructors move up to the second pay level after teaching fifteen (15) units at NHU and attending two (2) workshops.

Instructors move up additional levels after teaching twelve (12) units at NHU and attending one (1) workshop.

Movement upward from the first level requires a formal teaching evaluation by the department coordinator.

Prior to an adjunct faculty instructor advancing to each new level, the department coordinator’s signature is required.

Adjunct Faculty Salary Schedule is available in Appendix G.

16.0 CONTRACTS

The Provost and the full-time faculty member to be hired or retained will sign a contract specifying salary and term of service. The contract is for a specific period of time; the salary will be paid following the payroll procedures of the University.

16.1 APPEALS PROCESS (SECTION IS UNDER REVIEW AS OF JULY 2004)

When the recommendation of the Provost or President is contrary to the recommendation of the department chair, a statement of reasons shall also be given in writing and the President/Provost shall meet to discuss the reasons for the action. The same is applied to the recommendation from the department chair.

The affected faculty member shall have the right to respond to or rebut the university-level recommendations in writing within _____ days to the President within seven days after notification of the recommendations. The faculty member may file an appeal. An appeal is a request by a party for review of matter that was the subject of findings and recommendations by the Provost, President, or Department Chair.

An appeals committee composed of faculty at-large will be convened to examine the faculty member’s appeal.
17.0  **FACULTY / UNIVERSITY RELATIONS**

17.1 **STUDENT FACULTY RELATIONS**

17.1.1 **Faculty Responsibilities in the Instructional Program**

1. To prepare and follow a current course syllabus, which is distributed to all students consistent with University objectives. Syllabi are primarily the responsibility of the individual faculty member. Syllabi are to be in the approved University course outline format. Such syllabi will be subject to the periodic revision and approval by the Department Coordinators. Copies of updated syllabi for all courses must be filed with the Department Coordinators.

2. To present planned lessons consistent with the stated course objectives.

3. To prepare fair and comprehensive evaluations based on the criteria and objectives listed in the syllabus.

4. To answer or to assist the student in answering reasonable questions regarding any phase of the course.

5. To keep careful class records of attendance. Classroom attendance at The NHU is a responsibility of both the student and the instructor. The student is expected to meet all the requirements of the course as established by the instructor, which does include attendance. The instructor is obligated to explicitly inform the student what the policy is concerning attendance as part of the overall course requirements.

6. To evaluate all exams, papers and other assignments on the basis of good faith, sound professional judgment and promptly return these to the students. To allow students complete access to all exams, papers, results, and grade computation methods, without mandating return of these materials for student’s possession.

7. To meet classes when and where scheduled.

8. To be available at reasonable times, or for appointments, with students and to keep such appointments.

9. To respect the dignity of students, individually and collectively, in the classroom and other academic contexts.

10. To keep accurate records for grading purposes and meet deadlines for submission of grades, reports and other required material.
17.1.2 Course Development and Related Instructional Procedures

See Appendix H for guidelines on “How to Create Syllabi that Work.”

1. Course Design

Course design is essential in developing an effective course. A syllabus is a comprehensive description of the course outline. It is the individual faculty member's responsibility to prepare a course syllabus for each course and file it with the Department Coordinator at the beginning of the term in which the course will be taught. Every effort is to be made to keep all course outlines and syllabi current and to teach all courses in accordance with these documents. A faculty member teaching a course for the first time should follow the documents on file for that course and should use those documents as references in devising a new course syllabus. All syllabus changes are to be discussed with the appropriate department head.

2. Recommendation for Syllabus Development

Syllabi format includes the general purpose of the course, indicating what educational need it is to serve. Next, more detailed objectives are given. The subject content is then outlined; concrete methods that are particularly adapted to the different phases of the subject content are listed. Combined with these methods are the student activities that are an essential part of any learning process. The printed and additional teaching aids that are to be used are also included, as well as standards and methods of evaluation of the instruction may be developed. (At what level should the course begin? What should the student know at any given point of the course? Have the purposes and goals set forth in the objectives been attained? The approach to the course, its objectives, content, materials, methods, activities and evaluation may be described in detail. A course may be developed for any period of time, but should include clearly defined blocks of instruction).

a. Objectives

In order to achieve the overall purpose of the course, it is necessary to determine the specific objectives that should be attained.

1. Objectives of the students - the various objectives the student expects to attain in the subject (e.g., skill, confidence, and judgment).
2. Objectives of the instructor - those objectives the instructor believes the student needs.

b. Content of Subject Matter

The course content should be organized into a series of sequential units consistent with the objectives listed for the subject. Flexibility is essential to a successful learning situation.
c. **Materials**
   1. Textbooks and reference books.
   2. Copied and typewritten materials.
   3. Periodicals, pamphlets, advertisements and other printed materials issued by public and private agencies.
   4. Visual aids, such as slides, videos or pictures.
   5. Equipment and machines used to meet the objectives of the courses.

d. **Methods**
   Different units of the course and parts of units may call for a variety of methods. The method most conducive to a given teaching-learning situation should be used.

### 17.2 CRITERIA FOR RETENTION AND PROMOTION OF FACULTY MEMBER.

Faculty Service to the Department, University and Community.

Faculty member preparing his/her case for promotion or extension of appointment may be assisted in evaluation of his/her service by referring to the criteria below.

The individual:

A. Participates in faculty meetings, faculty association and serves actively on University committees;
B. Attends cultural events on campus and other student or faculty sponsored activities;
C. Sponsors student activities on or off campus;
D. Participates in the design and introduction of new courses and programs and is willing to teach new courses;
E. Writes grant proposals and assists in planning for the acquisition of instructional materials needed to implement new or improved programs;
F. Assists students in career planning in application to graduate or professional schools, and in seeking employment; writes letters of recommendation promptly;
G. Participates in recruiting efforts by assisting at open houses, organizing special days on campus, speaking at schools, conventions, etc.;
H. Enhances the visibility of the University by speaking engagements and other activities that contribute to the civic community;
I. Participates in the Faculty Senate;
J. Participates in professional development, societal activities;
K. Obtains membership in professional organizations.

To support Faculty retention and promotion, faculty may include peers reviews and/or faculty recommendation letters illustrating faculty member's contributions in relation to the criteria listed above.
17.3 ACADEMIC ADVISING

The Academic advisor:

A. Is knowledgeable about the University or department requirements;
B. Keeps up to date with academic policies and regulations;
C. Is knowledgeable about courses offered, what courses are open to non-majors in a variety of disciplines and encourages advisees to explore fields that might expand their educational experience;
D. Assist advisees to plan programs consistent with their stated goals and objectives;
E. Assists advisees to identify their interests and skills and clarify their goals and objectives as necessary;
F. Is knowledgeable about career opportunities related to his/her own discipline;
G. Is knowledgeable about student services available at the University and makes referrals when appropriate;
H. Seeks to plan programs consistent with advisees stated objectives;
I. Advises in terms of alternatives and encourages advisees to assume responsibility for decisions;
J. Is present in his/her office during time of his/her posted office hours;
K. Keeps appointments punctually when made in advance;
L. Has a personal interest in assisting each advisee.

No criteria are set for performance in personal and career counseling. Except for simple matters requiring only ordinary human wisdom and experience, faculty should refer students to staff trained in counseling. While endeavoring to expand their understanding of career opportunities related to their own disciplines, advisors might refer students in other fields to faculty in the appropriate departments.

18.0 TERMINATION OF EMPLOYMENT

Faculty appointments may be terminated in three ways: Non-Renewal of Contact, Resignation, and Termination.

18.1 NON-RENEWAL OF CONTRACT

Proposals for the non-renewal of faculty members' contracts, and the reasons for them, shall be reviewed by the faculty or an appropriate group of the faculty of the departments/units concerned. The written recommendation resulting from such review shall be taken into consideration by all the administrative officers concerned before a final decision is made. Faculty members shall be given notice in writing of the decisions and the reasons for them.

In the event of a decision not to renew, the faculty member shall have an opportunity to request a timely reconsideration by the Provost. A faculty member who alleges that academic freedom has been violated by the decision-making body or person, or that the
decision-making body or person did not give adequate consideration to the circumstances, may petition and meet with the Faculty Affairs Committee within five working days after the notice; the Faculty Affairs Committee, acting in executive session, will render an advisory recommendation to the Provost within ten working days. Notice of non-renewal shall be given in accordance with the following standards recommended by the Faculty Senate and approved by the administration.

18.2 Resignation

The resignation of a faculty member should be submitted in writing as early as possible in the academic year and no later than the date when contracts are due to be signed and returned. Resignation is voluntary when a faculty member takes the initiative. It is negotiated when the University takes the initiative, offering the faculty member the choice of submitting a resignation in lieu of dismissal in order to protect his/her professional status.

18.3 Termination

The contract of appointment of a faculty member may not be terminated by the National Hispanic University prior to the expiration of the term provided in the contract except for reasons of demonstrable institutional financial exigencies or for reasons directly and substantially related to the fitness of the faculty member in his or her professional capacity as a teacher, advisor and member of the academic community.

A clear understanding of the terms of the contract between the faculty member and the University is a prerequisite for a harmonious and productive relationship. Within the terms of his or her contract, a faculty member at the National Hispanic University is assured that an appointment will be terminated only for adequate cause—incompetence, gross irresponsibility, or moral turpitude—except for termination caused by extraordinary financial circumstances.

Faculty members shall be terminated for cause only after being afforded a hearing before the Faculty Affairs Committee of the Faculty Senate. Faculty members shall be informed in writing at least four weeks prior to the hearing of the reasons for the proposed termination, shall have the opportunity to be heard in their own defense, and shall be permitted to be advised and represented by persons of their own choosing. This committee shall render its advisory decision to the Provost within 14 working days after the hearing. The complete procedures of the committee are given in a document titled “Faculty Welfare and Privileges Termination and Complaint Procedures” that will be developed by the Faculty Affairs Committee and kept on file in the Provost’s office for consultation by interested individuals.

In the case of termination for cause, the burden of proof in the proceedings rests with the party or parties bringing the charge. In the case of proposed termination for moral turpitude, faculty members may be temporarily suspended in the event that their continued presence at the University would constitute a clear and present danger to the health, morals, or safety of members of the University community until the final decision is rendered. Termination for cause shall become effective at the end of the semester in
which the faculty has received notice; however, the effective date for termination involving gross irresponsibility or moral turpitude may be immediate.

18.4 Termination of Department Coordinators

Department Coordinators serve at the pleasure of the President. Department Coordinators in their first year of service will be evaluated quarterly by the Provost. During the last week of each quarter the Provost and Department Coordinator will meet to assess the success in meeting the university’s mission, the department coordinators list of job responsibilities, and the department’s goals. Over the course of the first quarter, if there is need for corrective action the Provost will provide, in writing, the specific steps necessary to address any major problems in the performance of coordinator duties. During the last week of the second quarter, the Provost will notify the coordinator of his/her success in remedying the listed problems. The Provost will have the discretion to remove the coordinator no earlier than the end of the second quarter if he/she has determined that the problem areas have not been adequately addressed. The coordinator will return to full-time teaching status as long as he/she was not terminated for the reasons listed in the section for Terminations for Full-Time faculty.

18.5 Appeal Process

See section 16.1 for appeal process.

19.0 Grievance Procedure

See Appendix A

20.0 Procedures Relating to Grant Applications

Faculty is encouraged to raise funds through the submission of grants in an effort to strengthen their departments.

Grants written by faculty for individual research, fall under the academic freedom clause and, do not fall under this category.

In the event that time permits, grants for institutional purpose will follow the procedures listed below:

20.1 Submission of Project Idea

1. The initial idea will be presented to the Department Coordinator for review. If the idea is sound and if time permits it, the faculty will seek support from the Provost or designee who will assist with respect to its academic and financial benefit to student in the context of the University’s long range and strategic planning.
2. If the proposal idea is approved, the faculty applying or the department coordinator will be considered the Principal Investigator Contact.

3. In the event the grant idea is not approved, the faculty member has the right to present the grant proposal to the Faculty Senate for support in seeking approval from the President.

4. Depending on the grant, various people such as the Director of Development could be involved in the writing process.

20.2 Submission of Proposal for Approval

The faculty will submit the proposal for final approval to: either the department chair, the Provost or designee or President's Office prior to submitting the grant.
APPENDIX A

GRIEVANCE PROCEDURES

The following procedures reflect the institution's commitment to resolve grievances fairly and expeditiously. These procedures are intended to promote the voluntary resolution of differences between employees (faculty and staff), students and the institution. The procedures may also be used to resolve any dispute between faculty, staff, and students, except for matters expressly covered under other procedures.

Finally, no person, in any way, shall be penalized for pursuing the remedies established by the procedures.

Informal Grievance Process

Any employee of the University, whether faculty member, administrator, clerical staff, or student should first pursue a grievance through each appropriate administrative or organizational level up to and including the President of the University.

The aggrieved individual should make known (verbally at first) his/her grievance to the individual causing the grievance. This should be done within fourteen (14) calendar days of the actual actions/incident, or of the last in a series of actions/incidents, being documented. The aggrieved should keep a written record of the date on which he/she initiated discussion of the grievance with the individual causing the situation and of all subsequent conferences regarding the grievance with individuals in the administrative hierarchy.

Grievances involving sexual or racial harassment, may be initiated up to forty-five (45) calendar days after the incident or last incident in a series of incidents.

Formal Grievance Process

A. Who May Initiate a Formal Grievance?

Any employee of the University who has pursued a grievance through the administrative levels up to the President concerning administrative or academic matters.

B. What Kinds of Matters can be Brought to a Formal Grievance?

An alleged lack of fair process according to the decision-making procedures of the University regarding promotion, salary, hiring, firing, etc. Any matters of conduct problems regarding religious, racial or sexual harassment; any alleged violation of public or private property rights; or any alleged violation of civil law.

C. How is a Formal Grievance Initiated?

The Grievant shall complete the form "Petition To Initiate a Formal Grievance” and file it with the Office of Academic Affairs within seven (7) calendar days after the date the employee or student is notified of the President’s decision. Similarly, if the Provost/Vice
President for is requesting a Grievance Hearing he/she must make the request within seven (7) calendar days after the date on which the employee or student is notified of the last administrative action in the case.

In cases of sexual or racial harassment, the Grievant may file the petition directly with one of the Grievance Officers and may initiate the formal grievance up to forty-five (45) calendar days after the last action incident.

D. **How is the Grievance Officer to Hear the Grievance Determined?**

The Grievant shall select the Grievance Officer from the panel of Grievance Officers available, as indicated by the Office of Academic Affairs. A Grievance Officer may abstain from taking a particular grievance because of conflict of interest. If the Grievant does not wish to select the Grievance Officer, the President will appoint one to hear the case.

E. **What is the Process?**

1. **Gathering of Documentation**

Within fifteen (15) calendar days after the request is received by the Office of Academic Affairs and not less than ten (10) calendar days prior to any hearing, the Grievance Officer taking the case furnishes the Grievant with a statement of the reason for the disputed action. Copies of all materials considered by the President and all other persons who have acted in the case will be made available to all parties.

When the Provost of Academic Affairs requests the Grievance Hearing, all materials on which the Provost bases the request for the hearing shall be furnished to the employee or student within fifteen (15) calendar days after the President's request is received by the Office of Academic Affairs, and at least ten (10) calendar days prior to any hearing.

2. **Interviews**

The Grievance Officer will review all available documentation as set out in the above, and then will interview the Grievant. In a separate interview, the Grievance Officer will interview the opposing side. At this point and later, the Grievance Officer may consult with the other Grievance Officers on the subject case.

3. **The Hearing**

The Grievance Officer will then conduct a hearing at which both parties will be present and the Grievance Officer may decide whether to act as a mediator or arbitrator. More than one hearing may be necessary.

   a) **Mediation**
   
   The Grievance Officer should try mediation first in settling the relatively less serious issues.
Through mediation, the concerned parties reach a mutually acceptable solution to the case. The Grievance Officer then writes a report of the outcome and submits it to the Provost/Vice President.

In more difficult situations, mediation can be used in narrowing the issues and defining clearly the substance of the complaint. The Grievance Officer acting as the mediator will then write a report of the outcome and make recommendations when necessary to be submitted to the Provost and Grievant.

b. Arbitration
The Grievance Officer should act as an arbitrator on substantial issues such as promotion, firing, etc. The arbitrator's decision will be presented in the form of Findings and Recommendations to the Provost and Grievant, and are not binding, can be persuasive since it expresses the findings of an experienced neutral Evidence which the Grievant wishes to present should be brought forth during the formal hearing. The evidence presented may be in the form of oral testimony, written statements, or dated and signed documents. Hear say evidence will generally not be acceptable. The Grievant and the person whose action is being grieved have an opportunity to review the evidence presented by both sides as summarized in the Grievance Officer’s Report to the President.

The hearing is administrative in nature and therefore consequently, attorneys are not allowed to be present for either side. If the Grievant has obtained counsel, that person may wait outside the hearing room if necessary. If the Grievant demands legal counsel, then the matter will have to be settled outside the University in a court of law.

There should be complete minutes of the hearing. A cassette tape will be acceptable.

If required by the employee, student or University, and at the expense of the requesting party, a full stenographic record of such proceeding can be arranged. Such minutes/tape shall be treated as confidential unless the employee or student institutes litigation against the University or unless the employee, student, or President makes any public statement concerning the proceedings or the subject matter thereof. If the employee or student initiates litigation, a copy of the minutes or tape will be made available to both parties as requested.


The Grievance Officer shall submit to the Provost of Academic Affairs and President a written report including his recommendation for disposition of the case, with a copy to the Grievant, within seven (7) calendar days after the hearing.
5. **Grievant Response**

The Grievant may respond in writing to the report of the Grievance Officer. Such response shall be submitted to the Provost of Academic Affairs and President with a copy to the Grievance Officer within ten (10) calendar days after the date of the Grievance Officers report to the President and employee or student.

6. **Final Decision**

The Presidents decision in the matter shall be final in all respects except when there is a dismissal of a faculty member is involved. In this instance, the President shall submit the entire file to the Board of Trustees for the final decision, but there shall be no hearing before the Board.

7. **Selection of Grievance Officers**

A slate of potential Grievance Officers will be developed by the Provost and President of the University. The candidates should be acquainted with the University and its procedures yet without a vested interest in the outcome of any specific case. Candidates should have mediation skills or be willing to receive training.

This slate of officers will be sent to the President’s Council for their recommendations and then presented to faculty and students. If there is strong opposition to any of the candidates, that person's name will be removed from the slate.

The President's council will make the final selection of Grievance Officers.

The University should have at least three Grievance officers available. These Officers will be neutrals trained in arbitration, mediation and fair process, exhibiting an understanding of higher education and the University. These people may be chosen from retired or semi-retired facility and/or administrators and will be appointed for a term of two (2) years.

Any given grievance will be handled by only one of these Officers, chosen by the Grievant; however, they may consult with each other whenever they wish.

8. **Review**

The Grievance Officers will conduct an annual review of the nature of the Petitions brought before them and suggest changes or improvements in University procedures and policies where needed to help in dispute prevention.
Petition to Initiate a Formal Grievance

STATUS: (circle one) FACULTY STAFF STUDENT

NAME OF PERSON WHOSE ACTION IS BEING GRIEVED

Address

Telephone

DATE(S) OF ACTION(S) BEING GRIEVED:

DESCRIPTION OF ACTION(S)

HISTORY OF THE EFFORT TO OBTAIN SATISFACTION/REVERSAL OF THE ACTION TO DATE;

*To be filed by Coordinator after submission of Petition.


APPENDIX B

POLICY FOR NARCOTICS AND OTHER CONTROLLED SUBSTANCES

California State law prohibits a number of controlled substances. This list is too long to include herein. Among the substances are cocaine, heroin, hashish and drugs obtained through the forging or altering of prescriptions controlled (i.e. Quaaludes, valium, etc.). The prohibition also includes the possession, use, manufacture and selling of such controlled substances. It is further unlawful to possess an opium pipe, any paraphernalia used for injecting or smoking controlled substances.

Each NHU student is individually and personally expected to know and comply with the California State law.

In order to provide an environment governed by these laws and compatible with an academic community, the University has established rules prohibiting possession or use of any of these illegal substances on the campus. It is further against University policy to have these drugs at any off-campus University sponsored events.

This policy will be enforced through the normal University disciplinary channels. A single violation of this policy may result in dismissal from the University. A second violation will result in immediate dismissal.

Policy on Marijuana

California State law prohibits any person from possession of marijuana (Possession of an ounce is a misdemeanor and over one ounce is a felony.)

Each NHU student is individually and personally expected to know and comply with the California State Law.

In order to provide an environment conducive to self-regulation and enforcement of these laws and compatible with an academic environment, the University has established rules prohibiting the use of marijuana on the University campus. It is against University policy to use marijuana anywhere on the campus, or off campus, at University -sponsored events. In so doing the University is not taking a stand on the relevant effects of marijuana. However, heavy use of the drug can prevent individuals from performing at their highest academic potential; and a person who becomes aware of such a pattern of such heavy use should encourage the individual to seek counseling or advise the appropriate person (e.g. friend, residence staff member, advisor or Director of Student Services) of the students need for counseling This policy will be enforced through the normal University and residence disciplinary channels.

A second violation of this policy will result in immediate dismissal from the University.
APPENDIX C

POLICY ON SEXUAL HARASSMENT

The University adheres to the principle that its students, Faculty and staff have a right to be free of sexual harassment by any members of the academic community.

Sexual harassment includes such behaviors as:

1) Attempting to coerce an unwilling person into a sexual relationship (physical assault, or subtle pressure for sexual activity, whether or not accompanied by implied or overt threats concerning one's job, opportunities for advancement, grades, letter of recommendation, etc.)

2) Subjecting a person to unwanted sexual attention such as inappropriate touching of another’s body, etc.)

3) Penalizing a person who refuses sexual advances (denying them opportunities for advancement lowering their grades, etc.)

4) Creating a sexually intimidating, hostile, or offensive working or educational environment (use of language or gesture to harass sexually: e.g sexual activities, sexist and sexual jokes, starring at another's body, any retaliatory conduct against an individual who has complained of sexual harassment, etc.)

Particular allegations of sexual harassment will be evaluated in light of accepted standards of mature behavior.

Individuals who believe they have been sexually harassed should first seek to make clear to the office in writing their displeasure regarding the alleged behavior and their desire that it cease, seeking assistance if they wish, from one of the following; if the complaining party is a faculty member, from the Provost/Vice President, if a staff member, from the Director of Human Resources, and if a student, from the Director for Student Services. If the unacceptable behavior continues the person who feels they have been harassed may take further action through the institution's formal grievance procedures initiating the process by going directly to one of the three Grievance Officers.

If the individual chooses, he/she may omit the steps indicated in the previous paragraph and go directly to a Grievance Officer. A student found guilty of sexual harassment is subject to dismissal from the University. A member of the faculty or staff found guilty of harassment is subject to termination of employment. Complaints regarding sexual harassment will be responded to promptly and equally. Confidentiality will be maintained insofar as possible to protect the right to privacy of both persons and so that the integrity of the respondent is not compromised in the event of an unfounded complaint.

This policy expressly prohibits retaliation against any individual of sexual harassment who in good faith asserts a complaint of sexual harassment.
**APPENDIX D**

**POLICY ON CONFLICT OF INTEREST**

Faculty and staff of NHU shall avoid engaging in activities which result in a conflict of interest or the appearance of it between their official activities and their other interests or obligations; i.e.

1. Outside employment shall not interfere with the performance of University duties.

2. University facilities and resources may not be used on a significant scale for personal or commercial purposes without University authorization and fair recompense to the University.

3. University faculty members and staff may not appoint near-relatives to positions that they directly supervise.

4. No University faculty members or staff should accept gifts or gratuities from sources that offer them or appear to offer them, because of expected gain or special consideration.

5. University faculty members and staff should disassociate themselves from decisions resulting in the purchase of goods or services by the University from criteria in which they have financial interest or relatives.

6. Faculty and staff should fully inform students of their entitlement to professional services available through the University before contracting to provide such services to students independently. In addition, they should inform students of any potential conflict of interest which might arise from their providing such services.

7. University faculty should be especially careful to avoid favoritism, or the appearance of it, when persons closely related to them by kinship or common interest are students in their classes.
APPENDIX E

FACULTY CREDENTIALS TO TEACH NHU COURSES

Please submit a separate form/request for each existing NHU course your request to teach. NHU students deserve instruction from the most qualified instructor possible. Therefore, in order to ensure that quality, you are requested to provide more detailed information on your education and experience directly relative to each course your request to teach at NHU. This is in addition to what you have already provided in your resume. The information that you provide will be used to determine your credentials to teach this course. It is very important that you provide sufficient information, so that we can make an informed decision. You can submit a typed paper, addressing the same areas as this form, or you can type or write in this form.

Requesting Instructor’s Name ___________________________________________ Date __________________

Academic Area ___________________________________________________________

Course Title: __________________________________________ Number: __________

Education List all college and/or university level courses that you have completed directly related to this course. Identify the institution(s) where you completed this coursework.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Work Experience: List job titles, assignments, and their duration that provide the experience directly relevant to this course.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Professional Development: Include C.E.U, or other seminars/workshops that you have taken directly relevant to this course

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Professional Association:** List membership/involvement in professional associations and subscriptions to trade publications directly related to this course.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Teaching Experience:** Identify courses you’ve taught related to this course. Identify the institution(s) where you taught, length of course, number of times taught and a reference (Chair, Dean, or Director) that can validated this teaching.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Other:** List articles and/or books you’ve written, and/or other media you have produced related to this course:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Decision:**    Approved [  ]   Denied [  ]   By________________________

**Reason**

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
APPENDIX F

PHOTO RELEASE

As NHU continues to grow its popularity and increase its enrollment, the Executives staff assisted by the Media Center may come to class to take still or motion-photos imagery to be used for marketing and public relations purposes.

According to the most recent legal case law, all photographers taking photographs on University property or of University events must obtain a signed Photo Release Form from any student, faculty member, staff person, or member of the public who is visibly recognizable in the photograph. Crowd scenes where no single person is the dominant feature are exempt.

These rules govern photographs intended for use in any University publication of a marketing or a public relations nature, such as newsletters, brochures, view-books, promotional items, or other such material. Releases also must be obtained for photographs used on the Web. These rules are not in effect when photographs are taken of news events, but photographs taken for news purposes require a release for reuse in marketing materials.
Media Release

I, __________________________, consent to the use and reproduction by the Media Unit and The National Hispanic University, of any and all photographs, videotapes and audio recordings that you have taken of me today, for purposes related to the mission of The National Hispanic University, without restriction as to size, formats or other alterations. All negatives, positives, electronics and prints shall remain the property of The National Hispanic University.

Name (please print): ________________________________

Address: ________________________________

City: ___________________________ State: _________ Zip: _____________

Phone: (______) _______ Email: __________________________

Signature: ___________________________ Date: ___________________________

* * * * * * *

(For Media Unit Use)

Format: ___________________________ Reference #: ___________________________

Event: ___________________________ Location: ___________________________

Media Unit Representative: ___________________________
APPENDIX G

NHU ADJUNCT FACULTY PAY SCALE

- All new hires begin on the first level. The proposed scale is supposed to take effect for new hires in Fall 2004.

- All other adjunct faculty already teaching at NHU will have their units tabulated from date of hire on a case-by-case basis. Initially, they will also be placed on the first level, and will immediately move up depending on the number of units they have taught at NHU. (For example, if your date of hire was June 2000 and you have taught 15 units and attended two workshops, you will move to the second level.)

- Instructors move up to the second pay level after teaching fifteen (15) units at NHU and attending two (2) workshops.

- Instructors move up additional levels after teaching twelve (12) units at NHU and attending one (1) workshop.

- Movement upward from the first level requires a formal teaching evaluation by the department coordinator.

- Prior to an adjunct faculty instructor advancing to each new level, the department coordinator’s signature is required.

Undergraduate & Teacher Education
(Rates are per unit)

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<th>(A) Masters</th>
<th>(B) Doctorate</th>
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<td>$700/unit</td>
</tr>
<tr>
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</tr>
<tr>
<td>Level 4</td>
<td>$800</td>
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Additional notes:
The scale for the 2005-2006 academic year would increase $25/unit at every level.
The scale for the 2006-2007 academic year would increase another $25/unit at every level.
Lab salary rate is equivalent to 80% of lecture salary rate. Because the total salary compensation calculation is based on the number of units credited for the course and units are based on contact hours (15 hours = 1 Lecture Unit & 30 hours = 1 Lab Unit), lab salary rate calculations are 2x the unit rate based on its equivalency to a lecture unit. For example, BIO100 has 3 units of lecture and one unit of lab.

The salary breakdown is as follows:
3 (lecture units) * $600 (see level 1 lecture unit above) = $1,800 1 (lab unit counts 2x) 2 * $480 (see level 1 lab unit below) = $960
Total: $1,800 + $960 = $2,760 (level 1)

Undergraduate & Teacher Education
(Rates are per laboratory unit = 15 hours)

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>Doctorate</th>
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APPENDIX H

A CHECKLIST ON HOW TO CREATE SYLLABI THAT WORK

1. ______ Heading (University, course number and title)
2. ______ Basic information (Professor’s name, hours, and contact number; course section number and meeting times; room number; and number of units.)
3. ______ Textbooks (Only make the students purchase textbooks you really use in class. List other texts as supplemental.)
4. ______ Catalog description (It must match verbatim the description published in the catalog. Any supplemental description should be labeled as such.)
5. ______ Prerequisites
6. ______ Course Objectives (Otherwise known as “student performance objectives” or “student outcomes.” These are published by the University. You may have some of your own, but they should be reflected elsewhere in your syllabus. Also, please link the objectives to specific and applicable assignments, projects, exams, etc.)
7. ______ Other valuable information (Homework load, last day to drop classes, policy on late work, attendance, plagiarism, written format, revision policy, etc.)
8. ______ Detailed grading criteria
9. ______ A description of each of the grading criteria
10. ______ Class schedule
11. ______ Due dates for all assignments
12. ______ Reading assignments and due dates
13. ______ Other personal touches (I’ve started to include a strong statement concerning phones and pagers in class.)
A Checklist on How to Create Syllabi That Work · 56
Academic Advising · 38
ACADEMIC FREEDOM · 10
ACADEMIC PHILOSOPHY · 7
ACADEMIC PROCEDURES AND POLICIES OF INTEREST TO ALL FACULTY · 23
Ad-Hoc Committees · 10
Administrative Evaluation · 20
Appeal process · 40
Appeals Process · 34
APPENDIX A · 42
APPENDIX B · 47
APPENDIX C · 48
APPENDIX D · 49
APPENDIX E · 50
APPENDIX F · 52
Appendix G · 53
Appendix H · 56

BENEFITS · 29

Census Attendance · 24
Class Attendance · 24
Class Meetings & Classroom Assignment · 28
Classroom · 11
Committee for Professional Review · 10
CONTRACTS · 34
Course Design · 36
Course Development and Related Instructional Procedures · 36
Course Outlines and Textbook Lists · 23
Criteria for Retention and Promotion of Faculty Member · 37
Curriculum Committee · 9

Disruptive Behavior · 25

Teaching Effectiveness Reviews · 19
Emergency Leave · 32

FACULTY / UNIVERSITY RELATIONS · 35
Faculty affairs Committee · 9
Faculty Committees · 9
FACULTY COOPERATION WITH ADMINISTRATIVE OFFICES · 21
Faculty Credentials to Teach NHU Courses · 50
FACULTY POLICIES · 13
Faculty Qualifications · 13
faculty responsibilities · 21
Faculty Senate · 8
Faculty Supervision and Support · 16
Federal Insurance Contributions Act · 29
Field Trips · 28
Final Examination · 26
Final Grades · 26
Frequency and Assignment of Academic Competence Review Duties · 20

General Academic Philosophy/Professional Ethics · 7
General Administrative · 17
General Policies pertaining to full and part-time faculty · 13
Governance · 22
GOVERNING BODIES · 8
Grade Change Forms · 27
Grade Roster · 26
Graduation Committee · 9
GRIEVANCE PROCEDURE · 40
Grievance Procedures · 42

H
Health Insurance · 30
Hiring Practices (Nepotism) · 13

I
Incompletes · 26
Individual Directed Studies · 27
Instructional · 21
INTRODUCTION · 6

L
Leave for Jury Duty · 32
Leave of Absence · 33
LEAVES · 32
Library Committee · 9

M
Midterm Grades · 25

N
New Programs and Major Revisions of
Existing Programs · 12
NHU ADJUNCT FACULTY · 55
NHU ADJUNCT FACULTY PAY SCALE · 54
NHU MISSION · 6
Non-Renewal of Contract · 39

O
Office Hours · 23

P
Peer Evaluation · 19
Periodic Curriculum Review · 12

Petition to Initiate a Formal
Grievance · 46
Photo Release · 52
Policy for Narcotics and Other Controlled
Substances · 47
Policy on Conflict of Interest · 49
Policy on Sexual Harassment · 48
PROCEDURES RELATING TO
CURRICULUM REVIEW AND
CHANGE · 12
PROCEDURES RELATING to GRANT
APPLICATIONS · 40
Professional Development · 18
PROFESSIONAL DEVELOPMENT · 14
Professional Development Opportunities · 15
Professional Development Outcomes Sought · 15
Professional Review Criteria · 17
Prompt Dismissal of Classes · 29

R
Reappointment Principles and Criteria for
Multi-Year Contracts · 20
Recommendation for Syllabus
Development · 36
Research and Publications · 11
Resignation · 39
Retirement · 29
Roles and responsibilities of Department
Coordinators and Chairs · 15

S
Sabbatical Leave · 33
Salary Schedule for Full Time Faculty · 33
Salary Schedule for Part Time Faculty · 34
SALARY SCHEDULEs · 33
Scholarship Committee · 9
Secondary Employment · 23
Self-Evaluation · 19
Sick Days · 31
State Disability Insurance · 29
Student Advising · 22
Student Evaluation · 19
Student Faculty Relations · 35
Student’s Recording Equipment · 28
Student-related responsibilities · 15
Subject Matter Qualification & Approval to Teach Specific Courses · 14
Submission of Proposal for Approval · 41
Supplemental Retirement Annuity · 30

T

Teaching Effectiveness, University Service, and Professional Development · 17
Teaching Load · 22
Termination · 39
Termination of Department Coordinators · 40
TERMINATION OF EMPLOYMENT · 38

U

Unauthorized Withdrawals · 28
Unemployment Insurance · 29
UNIVERSITY PHILOSOPHY · 6
University Service · 18

V

Vacation Days · 30

W

Workmen’s Compensation Insurance · 29