

Fairfield University Journal of Record

Maintained by the
Secretary of the General Faculty

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Secretary of the General Faculty

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Hardcopies of the Journal of Record are available for consultation by any member of the University community in the AVP's office, CAS Dean's office, DSB Dean's office, SON Dean's office, SOE Dean's office, GSEAP Dean's office, University College Dean's office, and with the Secretary of the General Faculty.

Fairfield University JOURNAL OF RECORD

NOTE: All entries are cross-referenced to the date and method of approval using the following abbreviations:

AC: Approval by vote of the Academic Council

CR: Committee report entered in Journal of Record after appearing twice on Council's agenda without discussion
(Note: this procedure was discontinued as of 4/25/88, and all committee reports were thereafter approved by Council vote indicated by the symbol AC)

GF: Approval by vote of the General Faculty

Items marked with an asterisk (*) have been reaffirmed in principle by the Council, but have been referred to committee for revision in light of historical developments

The Secretary of the General Faculty makes an effort to group entries in appropriate categories, but an electronic search is recommended.

Available online at www.faculty.fairfield.edu/gfs

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1. The Mission Statement of the University and related items

The Mission Statement:

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines -- their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a

desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

AC: 04/25/1988

Mission Statement:

The mission of the University is that which has been approved by the General Faculty of the University and the Board of Trustees.

AC: 02/25/1985

2. The Core Curriculum and related items

The Core Curriculum:

The goal of a Fairfield education is to develop - in each student - the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum which all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

Options within the Core Curriculum:

Area I: Mathematics and Natural Sciences

(1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with the approval of the department.

(2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

Area II: History and Social Sciences

(1) 2 semesters of history. Hi 30 and one intermediate level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).

(2) 2 semesters in one or two of the social sciences.

Area III: Philosophy and Religious Studies

(1) 2 semesters of philosophy. PH 10 is required.

(2) 2 semesters of religious studies. RS 10 is required.

(3) 1 additional course in either philosophy, religious studies, or applied ethics.

Area IV: English and Fine Arts

(1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)

(2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theater history, or film history.

Area V: Modern and Classical Languages

(1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

CR: 11/02/1987

Amended AC: 04/10/2006

Restrictions on Courses in Area III of the Core:

It would be understood with regard to Area III of the core curriculum as described above that no course could be accepted for core credit unless:

a. In III (1), it was specifically approved by the Philosophy Department.

b. In III (2), it was specifically approved by the Religious Studies Department.

c. In III (3), it was approved either by the Religious Studies Department or by the Philosophy Department.

CR: 11/02/1987

Undergraduate Curriculum:

The Undergraduate Curriculum Committee endorses the concept of permitting as much student choice as is educationally feasible and encourages departments or schools offering courses in the core to provide as many options as possible, consistent with fulfilling

their academic responsibilities within the core program. It is the function of the individual department or school to determine how this can best be done, subject to ratification by the general faculty. Any revisions in this approach (e.g., change in distribution between requirements and options) must be submitted to the UCC for its recommendations and subsequent submission to the general faculty for final approval.

The Undergraduate Curriculum Committee recognizes that some departments or schools may require their majors to select specific options within the core offerings, which are more valuable to their particular program.

GF: 03/19/1970
amended CR: 04/20/1987

General Education Core Curriculum:

The General Education program of the undergraduate schools is that which has been approved by the General Faculty of the University.

AC: 02/25/1985

American Diversity Requirement:

1. All undergraduate students beginning with the incoming 1995 class (class of 1999) will be required to take one course, which focuses on diversity and pluralism in American society.
2. Students will choose their course from a list of previously approved courses.
3. This new requirement will not increase the size of the present core, but a course taken as part of a student's major, or as an elective may be double counted to fulfill this requirement.
4. That a 1995 Summer Seminar for faculty interested in developing a multicultural curriculum at Fairfield will draft a proposal for implementing this new requirement, for submission to the Undergraduate Curriculum Committee, the Academic council and the General Faculty; such a proposals will include both the criteria which course must meet for inclusion in the approved list of courses, and the mechanism for approval.

GF: 02/03/1995

Criteria and Guidelines for Listing as an American Diversity Course:

I. Criteria

In order to help students to develop a critical consciousness of self and society the required diversity courses/course sections will explore in a systematic manner connections among race, class, and gender in looking at issues of privilege and differences in U.S. society. These courses/course sections may also consider additional issues, such as religion, sexual orientation, and ethnicity.

II. Guidelines

The reviewing committee must be receptive to the unique approach of each instructor and the manner in which he/she involves diversity principles in his/her courses/course sections.

Although diversity components are encouraged in all courses/course sections, introductory courses, by their general nature, will normally not fulfill this requirement, but are not precluded from being approved.

Depending on their subject area or disciplinary field, the courses might include:

- A. An interdisciplinary theoretical approach to the material;
- B. Study of the various and possibly conflicting ways difference has been understood and represented;
- C. Use of primary sources of a personal and experiential nature, such as memoirs and autobiography, which give voice to a multiplicity of perspectives and points of view.

GF: 11/17/1995

World Diversity Requirement:

Students at Fairfield will take one course that focuses on a non-Western culture or society, exclusive of Europe, and the United States, and their literary, artistic, musical, religious, philosophical, political, economic, or scientific traditions. Though courses primarily emphasizing North American and European topics will NOT count toward this requirement, courses focusing on Native American, Russian, and pre-Columbian or Latin American cultures CAN meet the requirement. Core language courses do not meet this requirement while literature and culture courses may satisfy this requirement. Moreover, such a course will NOT emphasize international relations or business relations vis-à-vis Europe or the United States. A study abroad experience may satisfy this requirement if it meets with the spirit and letter of this proposed mission statement. A similar mechanism as was used for the USA diversity requirement will be used for the approval of courses, and implementation of this World Diversity requirement.

It was determined that this requirement would apply first to the class entering in September, 1999, i.e. the class of 2003.

GF: 04/17/1998

Core Courses for Undergraduate Students with Minor in Education:

Educational Psychology (ED 241) may serve as one of the two core courses in the Behavioral and Social Sciences for students seeking to complete the undergraduate education minor.

AC: 04/10/2001

Nursing Core Requirement:

Nursing students must complete the core curriculum that is required of all Fairfield undergraduates with one exception. Nursing students enroll in either the two semesters of foreign language or the two semesters of fine arts.

AC: 12/04/1989

3. Items related to Governance, the General Faculty, and General Faculty Meetings

Observers at General Faculty Meetings:

Individual members or representatives of specific groups from the University community may be admitted to meetings of the General Faculty by presenting a request for admittance to the Chairman of the meeting and upon approval of the General Faculty by a majority vote of those present and voting.

GF: 10/20/1970

General Faculty Minutes:

That minutes of the General Faculty be available upon demand, to any member of the University Community five working days after the meeting.

GF: 10/20/1970
amended AC:04/22/1985

Faculty Approval of Systems of University Governance:

That the faculty is strongly opposed to imposition of any new system of University governance without a considered faculty vote of approval.

GF: 05/04/1972

Process for mediation of disputes concerning violations of academic freedom of faculty:

Step One: Any individual or group claiming a violation of academic freedom should report the claim to an appropriate person, who shall be a chair, academic dean or other person designated by the Academic Vice President

Step Two. If the claim is unresolved, the interested parties shall participate in mediation, facilitated by a person skilled in mediation and conflict resolution, to be agreed upon by the parties.

Step Three: If mediation does not resolve the dispute, then the faculty member may proceed according to the Procedures for Due Process in the *Faculty Handbook*.

The person invoking this process may indicate that a timely decision is necessary. In that case Step One shall take place within three days, Step Two within seven days, and Step Three within ten days of the initial reporting of the claim.

AC: 02/06/2006

4. Items related to the Academic Council

Communications to the Academic Council:

That the gist of all communications to the Academic Council be published in the Council minutes.

AC: 01/22/1968

Academic Council and Interpretation of the Handbook:

That it is the function of the Academic Council to deliberate such matters (viz. who may interpret the Faculty Handbook when a statement is ambiguous or when the stated requirements cannot be met), and that departments standing in need of interpretations should apply to the Academic Council for a ruling.

AC: 03/14/1973

Note of Academic Vice President: For such an interpretation to be binding, there must be approval by the administration and, where faculty and administration disagree, by the Board of Trustees.

AC: 02/25/1985

Academic Council Summer Meetings:

The Academic Council provides the faculty, through its elected representatives, with the opportunity to make recommendations and decisions concerning the welfare of the University. The regular academic year should normally provide ample opportunity for the exercise of this right and duty, but there may be unusual circumstances arising during the summer months, which would demand the professional judgment of the faculty. In such case(s), the following procedures will be followed:

1. Before the last scheduled faculty meeting, the Academic Council will select dates for two provisional meetings.
2. The Chairperson and Executive Secretary of the Academic Council will decide whether meetings will occur on the provisional dates; this would be done one week prior to that date and the Council will be so informed by the Executive Secretary.
3. Any member of the Council who will be unable to attend a summer meeting will inform the Faculty Secretary, who will arrange for the election of a summer replacement.
4. In order to compensate for possible low attendance and for the difficulty in faculty members' circulating petitions appealing a decision of the Academic Council to the General Faculty (Handbook I.B.4), a two-thirds vote of those present shall be necessary for all decisions at such summer meetings.

AC: 11/29/1977

amended AC: 04/22/1985

Selection of Honorary Degree Candidates:

Moved to form a permanent, annually elected, three-person Academic Council subcommittee to consider and advise on the matter of selecting honorary degree candidates.

AC: 10/11/1979

Pursuant to the Handbook's mandate (section 1.B.3.c) that the Academic Council is "to consider and advise on the granting of all honorary degrees," and because the process of choosing candidates for honorary degrees has been in accord with the openness appropriate to the University, the Academic Council takes its mandate seriously and gives the following recommendations to the faculty members on the Honorary Degree Committee:

1. To be mindful of the importance and significance of honorary degrees, and to feel themselves under no compulsion to recommend candidates for such degrees if only candidates of insufficient stature are available.
2. To make certain that the achievements of those recommended for honorary degrees are in accord with the values represented by the Mission Statement of the University.
3. To recommend, among others, candidates who have or have had some previous relationship with the University, that relationship to be broadly construed.
4. To take care that there can be no inference that candidates have been recommended solely because of a connection with fund-raising or public relations.

AC: 10/03/1988

Student Representatives at Academic Council Meetings:

That the Academic Council invite a representative from Student Government to attend meetings of the Academic Council and to contribute to Council discussions when invited to do so.

AC: 03/01/1984

Conference with the Board of Trustees:

That the Academic Council make note of the times the Board of Trustees meets and insure proper preparation for discussion of faculty views at meetings between the Committee for Conference with the Board of Trustees and the Academic Affairs Committee of the Board of Trustees.

AC: 12/13/1984

Academic Council and the Trustees:

The Academic Council will, on a regular basis, share a summary of matters discussed at Council meetings with the Chair of the Committee on Conference with the Board of Trustees

AC: 11/07/1994

Notification of Changes in Implementation of the Planning Document:

The Academic Council requests that the Administration, in a timely fashion, submit to the Academic Council for their comment any changes anticipated in realizing the recommendations of the Planning Document now and in the future.

AC: 02/06/1989

*Endowment Funds:

That the Academic Council accept the recommendations of the Subcommittee on the Management and Utilization of Endowment Funds.

AC: 11/27/1979

5. Items related to The Faculty Handbook

Handbook Amendments and the Trustees:

General Faculty support of a proposed Handbook amendment should be reported to the faculty Committee for Conference with the Trustees, which meets with the Trustees through the Board's Academic Affairs Committee.

AC: 03/18/1985

Handbook Amendments:

The General Faculty does not consider revisions to the Handbook not passed by a two-thirds majority of the Faculty to be valid, and directs the Faculty Secretary to show only those changes to the Handbook which have been so passed.

GF: 11/16/1984

Separate Schools and the Faculty Handbook:

That a resolution be submitted to the General Faculty that the Handbook be amended on separate schools with the understanding that:

A. the departmental structure and functions described in the present Handbook will not be modified by this proposal, and that

B. other segments of the Handbook, including existing University committee structure and responsibilities, would remain unchanged by this proposal.

GF: 05/08/1984

6. Items related to Committees of the General Faculty

Faculty Committee Organizational Meetings:

The Academic Council urges that an organizational meeting of each committee be held no later than the first month of the academic year, and, to insure this, the Faculty Secretary will be asked by the Academic Council whether he is aware of any committees that have as yet not had such a meeting.

AC: 01/20/1977

Election of Committee Chairpersons:

Chairpersons of faculty committees will be elected at the first meeting of committees at the start of the academic year.

AC: 09/23/1985

Use of Proxies in Faculty Committees:

That proxies not be allowed at meetings of faculty committees.

AC: 02/13/1984

Vacancies on Faculty Committees:

That when a vacancy occurs on any committee, panel or other body within the University upon which a faculty member serves on behalf of the faculty, the Faculty Secretary shall publicize the existence of the vacancy, seeking to learn all faculty members who are willing to serve on the committee, panel, etc., and to forward this list to the faculty body responsible for the election.

GF: 05/09/1974

Committee Membership and Sabbaticals:

That a faculty member on sabbatical remain a member of a committee in which he/she serves, provided he/she is able and willing to do so.

AC: 11/28/1983

Number of Committees on Which a Faculty Member May Serve:

That the Academic Council interpret section I.C.a.5 of the Handbook to allow its members to serve on two committees in addition to the Academic Council.

AC: 02/25/1976

Committee Elections and Willingness to Serve:

That no faculty member who is absent from the election meeting can be nominated for a committee unless he has indicated in writing that he is both willing and eligible to serve on the committee for which he is nominated.

AC: 02/25/1976

Reelection to Committees and Partial Terms:

A person who has served a full term on a committee can be reelected to a partial term.

AC: 09/14/1992

Guidelines for Annual Committee Reports:

Annual committee reports are to include the following items:

1. name of committee chairperson
2. committee membership
3. number of meetings attended by each committee member
4. dates of meetings
5. list of principal topics considered by the committee
6. list of the decisions taken by the committee
7. anticipated effects of these decisions
8. unfinished business
9. future agenda items

AC: 02/28/1985
amended CR: 02/09/1987

Procedures for Removal of Committee Members for Nonfeasance:

1. if a committee member misses three consecutive meetings, the committee chairperson should contact the member to find out whether the absences were allowable under section I.C.b.1.vi of the Faculty Handbook;
2. if the chairperson judges that the absences were not allowable, he/she should report this judgment to the Committee on Committees;
3. upon receipt of the chairperson's report the Committee on Committees will review the facts and take appropriate action.

AC: 02/25/1985

Observers at Committee/Council Meetings:

The Academic Council and all faculty committees which invite observers to their meetings should vote annually whether to renew their invitations.

AC: 03/01/1984

Policy on Open Meetings:

That the Academic Council affirm the principles of making meetings of deliberative bodies and councils as open as possible to all members of the University Community, to the extent that logistics and time and space allow.

AC: 04/09/1984

Rank and Tenure Applications by Committee Members:

It is the sense of the General Faculty that, if an individual faculty member should wish to apply for tenure or promotion while serving a term on the Faculty Committee for Rank and Tenure, that faculty member should relinquish committee membership for the academic year during which his application is being considered.

GF: 03/22/1985

Purview of the Undergraduate Curriculum Committee:

The Academic Council approves of these items (viz. policy on withdrawals from courses, policy on audits, an examination of the norms for Dean's list, Honors, etc. and the possibility of determining them on a more equitable basis than QPA) as part of the jurisdiction of the Undergraduate Curriculum Committee.

AC: 11/18/1970

Amended AC: 04/10/2001

Deans at Undergraduate Curriculum Committee Meetings:

The Dean of the school initially decides whether an issue on the agenda is in his/her interest and attends such meetings as these issues are discussed.

The Chair of the Committee has the power to rule any member of the committee, Dean or otherwise, out of order on any specific discussion.

The Academic Council would arbitrate disagreements should they arise.

AC: 12/07/1992

Deans' Representatives on Undergraduate Curriculum Committee:

The Deans of all undergraduate schools are allowed to send a representative to meetings of the Undergraduate Curriculum Committee which they will not be able to attend.

CR: 11/03/1987

Guidelines for UCC Advisory Committees:

The UCC is grateful to advisory subcommittees like the Core Science Review Committee and the two advisory subcommittees on diversity courses for analyzing courses and seeing if they meet the criteria for core requirements. The subcommittees provide more specialized expertise and can devote more attention to evaluating courses than the full UCC can do.

The UCC has traditionally deferred to the expertise of these subcommittees when evaluating their recommendations. But in order to fulfill its oversight role, the UCC needs enough information to be able to see if it agrees with a subcommittee's recommendation.

1. Therefore, in any recommendations forwarded to the UCC, we ask that the subcommittees provide minutes of their meetings that include:
 - a. Information on when it met and who attended.
 - b. The title, catalog number and catalog description of any course under consideration.
 - c. The committee's recommendation on whether the course meets the specifications for core credit in the area under the committee's purview.

- d. Enough of a discussion of the course so that the UCC understands the basis for the recommendation. Please frame such a discussion around the criteria approved for your committee.

2. If a subcommittee recommends approval of a course for core credit, the subcommittee will inform the UCC of its action and supply the material listed above in 1a-d.

3. If a subcommittee recommends rejection, it will notify the UCC of its decision. It also will directly notify the applicant, detail its rationale (by supplying the material listed above in 1a-d), and inform the applicant of three available options:

- a) revise the application and resubmit; or
 - b) drop the effort to gain core approval; or
 - c) appeal the negative recommendation to the full UCC.
- Any appeal must include the material listed in 1a-d (above) and respond to any shortcomings listed by the subcommittee.

AC: 04/03/2006

Purview of the Committee on Admissions and Scholarships:

That the area of concern of the Admissions and Scholarships Committee specifically includes all aspects of admission, financial aid, including athletic scholarships, review of scholarships, and grants-in-aid.

AC: 12/15/1971

Financial Aid:

The following changes be made to the process of allocating funds for financial aid:

1. The financial aid budget be increased to the 20% cap.
2. Department-grant-in-aid should be removed from both sides of the financial aid equation.
3. New monies donated to the endowment for scholarships and aid should be used to augment, rather than replace, the university's contribution to the financial aid budget.
4. Funds should be set aside for continuing students whose financial circumstances change in such a way as to necessitate an increase in financial aid.

AC: 02/14/1994

Research Applications by Research Committee Members:

It is the sense of the General Faculty that, if an individual faculty member should wish to apply for sabbatical leave, summer faculty stipend or research grant while serving a term on the faculty Research Committee, that faculty member should absent himself/herself from committee deliberations during the meeting(s) in which his/her application is being considered.

GF: 03/22/1985

Long Range Planning and Salary Committee:

The faculty recognizes that the Long Range Planning Committee was not authorized to negotiate salary, benefits, or compensation and that this document [Long Range Planning Report] should in no way be binding on the actions of the Faculty Salary Committee which is the only faculty body authorized to negotiate with the administration.

GF: 06/25/1992

Role of the Educational Technologies Committee:

The General Faculty reaffirms the legitimate role of its elected representatives on the Educational Technologies Committee to advise and make recommendations in the formation of computing policy and in decisions which impact academic uses of computing. The faculty further endorses the belief that the administration of computing services that affect the academic mission of the University should include meaningful consultation with the Educational Technologies Committee.

GF: 09/18/1998

Committee on Continuing Education/University College Committee:

The name of the Committee on Continuing Education is changed to University College Committee.

AC: 12/09/2002

7. Items related to Teaching: Curricula, Grading, Credit, etc.

Academic Calendar:

That first semester begin the first week of September (e.g. Sept. 3) and end before Christmas (e.g. Dec. 19), with all exams and requirements completed by then.

AC: 03/23/1970

That the vacation period between Fall and Spring semesters should be approximately one month long (e.g. Dec. 20 - Jan. 17).

AC: 03/23/1970

That there should be a minimum of three reading days between the ending of classes and the end of final exams each semester.

AC: 03/23/1970

amended GF: 04/03/1987

Policy on Course Syllabi:

That in all classes there be provided a course syllabus setting out the course outline, readings and grading policy including the number of tests, method of evaluation, and weights of each evaluation.

AC: 09/14/1987

Missed Classes:

"All instructors should begin and end their classes on time as a courtesy to their students and fellow instructors. When, for any valid reason, they are unable to meet their classes, they should notify the appropriate Dean and, if possible, make arrangements for conducting the class." (from the Faculty Handbook, II.C.1.a)

When faculty members are unable to meet their classes, they should notify the appropriate Dean, and, if possible, the students as soon as they know that they will not meet their classes.

In the event of unusual or inclement weather, when the University remains open, faculty members should make every reasonable effort to meet their regularly scheduled classes; the final judgment on what is reasonable effort resides with the individual faculty member.

Faculty members who are unable for any reason to meet with their classes should, if possible, make arrangements with a colleague to conduct class, or otherwise endeavor to cover missed class material through e.g. additional assignments or lengthened class meetings.

Similarly, when class time is lost through frequent school closings due to weather or other emergencies, faculty members should endeavor to cover missed class material through e.g. additional assignments or lengthened class meetings.

AC: 09/12/1994

Make-ups for Missed Exams:

The Dean of the student's school and not the Office of Student Services should certify that a student was eligible to receive an absentee examination.

CR: 11/02/1987

Final Exam Policy:

1. Each instructor should be given a wide latitude, so as to provide for a degree of creativity and flexibility in how the students will be tested. The form of evaluation should be in keeping with the goals and purposes of the course.
2. In every case the form of the final, end-of-semester evaluation (written examination, take-home, oral exam, paper, etc.) must appear on the syllabus at the beginning of the semester.
3. The normal form of final evaluations is a written examination, two to three hours in length, to be administered at the date and time assigned by the Registrar. Written examinations less than two hours or more than three hours will require written notification of the students, Dean, and chairperson, program director or area coordinator, as appropriate.
4. If the professor chooses a method of evaluation other than the normal 2 to 3 hour written examination on the assigned date and time, the following criteria must be met:
 - a. A memorandum must be submitted in writing to the chairperson, program director or area coordinator and the appropriate dean, reasonably in advance of the end of the semester, describing the alternate form of the final evaluation to be used.
 - b. No greater demands should be made of a student's time and effort by an alternate form of final examination than would be required by preparation and taking of the normal 2 to 3 hour written examination.
 - c. No alternative form of final evaluation is to be due prior to the date assigned by the Registrar for that course's final examination.

AC: 12/02/1985
amended AC: 05/15/1989
amended AC: 05/01/2000

It is strongly recommended that no exceptions be made to the present final examination policy. However, whenever the Deans do make exceptions, the Faculty should be informed by a published list of those exceptions.

CR: 11/02/1987

Portfolio Assessment in the School of Continuing Education:

Because the Portfolio Assessment Process has been a valuable tool in fostering self-understanding and informed academic planning in learners enrolled in the Bachelor of General Studies, the option should be made available to learners in all degree programs offered through the School of Continuing Education.

AC: 05/15/1989

Number of Final Exams on a Single Day:

Students are not required to take more than two exams in any final exam day.

CR: 11/02/1987

Final Exam as a Percentage of Total Grade:

The final examination should constitute approximately 1/3 of a grade with exceptions requiring written notification to student, dean, and chairperson.

CR: 11/02/1987

Retention of Final Examinations:

That final examinations (blue books, etc.) and term papers or other written assignments used by the professor for determining the final course grade be retained by the professor until the end of the following term, so as to be available for student inspection.

AC: 02/03/1984

Completion of "Incompletes":

All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30 day time period for completing an 'Incomplete' requires approval by the appropriate Dean.

CR: 03/28/1988

amended AC: 05/17/2000

Teacher Evaluation:

That the faculty evaluation form be used by all faculty in all Schools of the University, in all classes.

GF: 03/17/1981

Student Course Load:

The normal course load for a matriculated student is between 14 and 18 credit hours. To maintain full-time status, a matriculated student must be registered for a minimum of 12 credit hours each semester.

AC: 04/22/1968

amended CR: 05/20/1987

Admission to Fully Enrolled Courses:

The Registrar is requested to include in the Schedule of Courses booklet a statement informing students that they may directly appeal to a professor for admission to an otherwise closed course. A

professor accepting such an appeal must inform the Registrar in writing within three days.

CR: 11/02/1987

Electives in the Undergraduate Curricula:

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.

CR: 11/02/1987

Honor Code:

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

AC: 03/09/2009

Academic Honesty:

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas or language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.

- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

AC: 03/09/2009

Definition of Academic Grades:

- A -- Outstanding achievement
- B -- Superior level of achievement
- C -- Acceptable level of achievement with course material
- D -- Minimal achievement, but passing
- F -- unacceptable level of achievement; course must be repeated to obtain credit

A "plus" (+) may be added to grades of B or C to indicate work performed at the top of that range.

A "minus" (-) may be added to grades A, B, or C to indicate work performed below that range.

Quality points and numerical equivalents for these grades are as follows:

	Quality Points	Numerical Equivalent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

CR: 11/02/1987

Academic Advancement:

For academic advancement from year to year in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a quality standard that is computed from quality points, Q.P.. The number of quality points earned by each grade is explained [under Definition of Academic Grades] (e.g., A earns 4 quality points; A- earns 3.67, etc..)

To be eligible for graduation, a Fairfield student must have an overall Quality Point Average (QPA) of 2.0 or better at the conclusion of the senior year. To progress towards satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have weighted cumulative QPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative QPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative QPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. In addition, they are strongly encouraged to enroll in summer courses or winter intercession courses at Fairfield University in order to improve their QPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

AC: 05/22/1995

Academic Probation:

The purpose of academic probation is to alert the student and the institution to the problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on academic probation.

A student placed on academic probation will remain on academic probation until the overall GPA is at or above the requirements specified below. A student will be removed from academic probation as soon as his/her cumulative GPA is equal to or greater than the requirement on the basis of subsequent courses completed at Fairfield during the next semester or during special January or summer sessions.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will contribute an improvement in academic performance.

First Year Students: First semester, first-year students with a GPA below 1.90 will not be placed on academic probation for their second semester, but they will lose their rights to participate in extracurricular or co-curricular activities. By the end of the student's second semester, or the first year at Fairfield, students will be placed on academic probation if the overall GPA is below 1.90.

Sophomores: Sophomores will be placed on academic probation if the overall GPA is below 1.90.

Juniors and Seniors: Juniors and seniors will be placed on academic probation if the overall GPA is below 2.00.

AC: 02/01/1993
amended AC: 05/22/1995
amended AC: 04/03/2000
amended AC: 10/01/2007

Academic Dismissal:

Students meeting any of the following conditions will be dismissed from the University:

- A student who at the end of a semester has received the grade of F in three or more courses
- A student who at the end of the academic year has received the grade of F in three or more courses
- A sophomore, who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 1.90
- A junior or senior, who regardless of incompletes, while on academic probation and enrolled full time (i.e., attempting a minimum of 12 credit hours), proceeds to earn a semester GPA below 2.00

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

AC: 10/01/2007

Course and Credit Requirement for Graduation:

The course and credit requirement for graduation is a minimum of 120 credits and at least 38 three or four credit courses.

[This new graduation requirement is in effect with the class of 2006.]

AC: 12/03/2001

Quality Point Average Required for Graduation:

A Q.P. average of 2.0 overall and in one's major is required for graduation.

CR: 11/02/1987

Grades in a Student's Major:

An overall average of 2.0 QPA is required in those courses used to fulfill the minimum major requirement (understanding this average to be exclusive of a first introductory course).

CR: 11/02/1987

Counting Courses in Multiple Programs:

Any course meeting the requirements of more than one program (i.e. major, minor, and/or the core) should be given credit in these programs, unless the University's undergraduate catalog specifies otherwise. Multiple counting of courses does not affect the units of credit associated with such courses (i.e., three credits are worth three credits toward graduation).

AC: 11/01/1993

Privacy of Academic Records:

Students have the right to inspect academic records and challenge the contents which they believe to be inaccurate or misleading. A student's academic progress may be revealed to those within the institution with a legitimate educational interest. Faculty may, as necessary, discuss a student's progress with deans, chairs, advisors, colleagues, and support staff. No disclosure of academic progress may be made to those outside the institution, including parents, without the written consent of the student unless the University Registrar has confirmed in writing that the party has a right to the information under the Family Educational rights and Privacy Act of 1974, as Amended, or replacing legislation.

Student grades and graded papers may not be posted or left in a manner, which would allow others to identify the evaluation of an individual student. Social security numbers may not be posted.

It is the responsibility of supervisors of secretaries and other employees who may have contact with student grades to inform them of the student's right to privacy of academic records.

AC: 10/04/1993

First-Year Midterm Estimates:

In order to identify and intervene with students who are having trouble in several courses, it will be required that all faculty teaching first year students notify the Registrar halfway through the fall and spring semester if a student is in danger of receiving a C-, D or an F. The Registrar will notify the student, and notification will also be made to the faculty adviser, the appropriate Dean, and the Dean of first year students.

AC: 11/01/1993

amended AC: 10/03/1994

Participation in a Declared Major during Freshman Year:

In cases where it is not current policy, freshmen are to be allowed to take courses in their declared majors.

CR: 11/02/1987

Change of Major:

To change from one major to another in one's school requires completion of a 'change of major' form. The form must be signed by the Chairperson/Coordinator of the major in which the student is

currently enrolled, the Chairperson/Coordinator of the major which the student desires and the dean of the school. The form is then forwarded to the University Registrar.

AC: 12/04/1989

Double Majors:

The concept of a Double Major is endorsed.

CR: 11/02/1987

Individually Designed Majors:

The proposal for individually designed majors is approved.

AC: 02/12/2001

Policies on Minors:

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of related courses drawn from one or more curriculum areas, usually in the range of 15 to 18 credits. Minors are described under individual curriculum areas.

In order to select a minor, a student must fill out the appropriate form and then have it approved by his/her School or Department no later than the Spring registration period of the student's Junior year. The completion of the minor must be approved by the chairperson or coordinator of the minor area during the Fall registration period of the student's Senior year, and is subject to course availability.

Courses in the University's core curriculum may be used without limit in fulfilling the requirements for a minor.

All curriculum areas that offer a minor indicate so in the catalogue.

All curriculum areas offer specific guidelines such as how many courses are required and what level courses are applicable (introductory vs upper division).

The certification of completion <of a minor program> should be conveyed (e.g., by means of a "Graduation Check" form) to the University Registration at this time. Ultimate ratification of completion will be by the Registrar.

CR: 03/14/1988

amended AC: 10/17/1988

Independent Studies:

The Undergraduate Curriculum Committee recognizes that it can be a valuable educational experience when a conscientious student pursues in depth a personal interest, and is led to a new level of knowledge under the tutelage of a dedicated faculty member.

To ensure the academic quality of such guided study, the Committee has established the following set of requirements:

1. Students may pursue independent study projects
 - a. during their junior and/or senior years, or, in the case of Continuing Education Students, after having completed 45 credits; and
 - b. when their academic record indicates, in the judgement of the responsible faculty member and curriculum area personnel, that independent study can be brought to a successful conclusion; and
 - c. if a student undertakes more than one independent study project, the total credit hours for all projects may not exceed 9 credit hours towards the undergraduate degree.
2. Students, other than those in the School of Continuing Education, should apply to the professor under whose direction they wish to study no later than the normal registration time of the preceding semester, or, in the case of Continuing Education students during their normal registration period. The professor's decision to accept a student for independent study will be based on such criteria as the student's academic maturity and performance record, the professor's specialty within the discipline, and his or her teaching load.
3. The responsible faculty member, with the concurrence of the head of the curriculum area involved, should determine the number of credit hours appropriate for the independent study project suggested. In the event the faculty member and the head of the curriculum area are the same individual, a second faculty member from this curriculum area should be involved in the decision. For projects of less than a semester's equivalent course work, one or two credit hours may be assigned; for projects of a semester's equivalent course work, three credit hours, or, with a laboratory component, four credit hours may be assigned.
4. The "Independent Study Application Form" must be completed and filed with the Registrar before the project may begin.

There should be a universal number employed to indicate work done within a curriculum area on an independent study basis: e.g. 399 (RS 399; FA 399; . . .)

AC: 03/23/1970
amended CR: 12/01/1986
amended CR: 02/01/1988

Tutorials:

Students may be permitted to enroll in a course listed in the university catalogue on a tutorial basis with approval of the Area Coordinator/Chair and by arrangement with the faculty member offering the tutorial.

1. To register, students must obtain the appropriate form from the Office of the Registrar and have it completed by the faculty member offering the tutorial.
2. The tutorial appears on the transcript with appropriate notation as a tutorial under the equivalent number, e.g., EN 11(t), PY 15(t).

CR: 03/28/1988

Assignment of Course Credit in FU Study Abroad Programs:

All Study Abroad programs that award Fairfield University grades for courses must assign credit for those courses according to the following policy.

- a. The University College (working with the program director, if a Fairfield academic program is closely linked to the study abroad site) will sift through the catalog and compile an initial list of courses that correspond to offerings in our current departments and schools.
- b. University College will send the corresponding courses to the relevant dean, department chair or program director. The dean/chair/director, in consultation with the department/advisory board, will decide whether a study abroad course 1) should qualify for Fairfield credit; 2) meets departmental/program requirements for the major or minor; and 3) meets core requirements in the department's or school's area.
- c. Fairfield students also would have the opportunity to seek Fairfield credit for study abroad courses that do not correspond to Fairfield departments and schools. Students would seek approval from the Dean of University College to use such courses as electives. Students also could try to have such elective courses count toward core requirements; such petitions would be heard by the AVP's office since core issues go beyond the jurisdiction of a single department or dean.
- d. The process set forth in a., b., and c. shall be initiated by University College and repeated every three years.

AC: 03/11/2002

Adapted AC: 03/03/2003

Transfer Credit:

All transfer credit must be approved by an undergraduate student's academic dean. Transfer credit will only be reviewed by an academic dean upon the receipt of an official transcript. Only grades of "C" (2.0 quality points and a numerical equivalency of no lower than 73) or higher will be considered for transfer. After matriculation at Fairfield University, any courses taken at another institution must be pre-approved by the academic dean prior to registration. Upon completion, with a grade of "C" or higher, only credit hours, not grades, will transfer. Every student is required to complete a

minimum of 60 Fairfield University credits for the Bachelor's Degree.

AC: 05/22/1995

Policy for Advanced Placement:

Departmental, Advanced Placement, and CLEP exams may be used to exempt a student from certain required courses in the core or in the student's major. The use of particular exams and the matching of exams with courses shall be at the discretion of the appropriate department. Justification must be provided to the Curriculum Committee by any department declining to use exemption exams. For each course exempted through advanced placement or departmental testing, a student's requirements for graduation will be reduced by one course.

The acceptable mark for CLEP exams is at least the 50th percentile. The acceptable mark for Advanced Placement Tests is 4 or 5. Students who score at least a grade of 4 on an Advanced Placement Test will be awarded graduation credit by the University.

Fairfield undergraduates are limited to no more than a combined 15 credit hours toward graduation for CLEP exams (College Level Examination Program), the Excelsior program in Nursing, high school Advanced Placement exams and any other programs in which students take an exam in lieu of an entire semester's coursework.

CR: 11/02/1987

AC: 03/04/1991

amended AC: 12/07/1992

amended AC: 03/11/2002

College Courses in High School:

For students who pursue college courses in their high school, upon receipt of an official college transcript, the course work will be evaluated by the appropriate dean in consultation with the appropriate curriculum area. That dean will determine the appropriateness of the transfer credit for the student's program and decide whether it has met Fairfield's curriculum standards. Only courses in which the student received a grade of "C" or higher will be considered. Approved courses with a grade of "C" or higher will be awarded transfer credit. The grades will not be transferred.

AC: 11/02/1992

Credit for R.O.T.C. Courses:

Fairfield University students may be given academic credit for R.O.T.C. courses taken at other institutions (e.g. University of Bridgeport), with the condition that these credits be over and above what is required for graduation from Fairfield.

CR: 11/02/1987

Released Time for Students:

A student participating in a university sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance and other classroom events during

that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such university sponsored events will be allowed to make up any major exams, tests or quizzes which they miss in a course, when they are involved in a scheduled event, provided that participating students, or faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University sponsored events covered by this policy are defined as follows:

1. Athletics:

- a. all varsity sporting events; to include post-season tournaments.
- b. all club sporting events.

2. Others:

- a. Concerts, plays or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are clubs formed on a departmental basis such as Biology Club, Psychology Club, etc.

AC: 03/23/1987

Course-Related Field Trips:

That course-related field trips not be given the status for missing course requirements. The word "status" refers to the kinds of situations acknowledged under the present policy [on "Released Time for Students"] as serious enough to allow students the opportunity to make up any major exams which they miss in a course due to their being away from campus for a scheduled event.

CR: 09/14/1987

Release time for athletes during exam period:

The Academic Council reaffirms the current policy on release time for athletes: "No required practices or games are permitted during the official University exam periods including reading days".

AC: 12/09/2002

Exceptions to Athletic Department policy on athletic events and final exams:

Given the Athletic Department's policies of not scheduling athletic events to conflict with final exams, the Academic Vice President should, each semester, inform the Academic Council of any approved exceptions to that policy during the previous semester.

AC: 05/05/2003

Sunset Provisions:

If an undergraduate course has not been taught for five consecutive calendar years, within either the full-time day school or the School of Continuing Education, it will be removed from the catalog(s) in which it has been listed unless an individual department or school requests a waiver in writing from the appropriate curriculum committee of each school and the department or school announces that the course will be offered within the next calendar year. The responsibility for adherence to these policies resides with the appropriate deans. After a course has been removed from an undergraduate catalog, it cannot be reinstated without the usual application procedures to the appropriate committee of each school.

AC: 04/11/1994

Teaching Load:

University faculty teaching in the Center for Lifetime Learning should be either credited toward their regular teaching load or receive appropriate remuneration for extra service.

AC: 02/12/1973

Center for Instructional Development:

That the Academic Council approve the creation of a Center for Instructional Development.

AC: 05/05/1981

8. Items related to Teaching: Approved Majors, Minors, Programs, etc.

Approval of programs included in the Journal of Record:

On the approval of schools, programs, major, and minors, approval of all new programs should be included in the Journal of Record.

AC: 04/25/1988

Amended AC: 03/06/2006

Bachelor Degree in Professional Studies:

To accept the proposal of a Bachelor Degree in General Studies in the School of Continuing Education.

UCC: 1982

The Bachelor Degree in General Studies is now to be called the Bachelor Degree of Professional Studies.

AC: 05/17/2000

Associate Degree in General Studies:

To accept the proposal of an Associate Degree in General Studies in the School of Continuing Education.

AC: 02/03/1986

Major in Communication Arts:

Major in Communication Arts approved], subject to the condition of a maximum of 30 majors per class year for the first four years.

AC: 04/25/1988

Major in Computer Science:

Major in Computer Science [approved], subject to the condition of a maximum of 25 majors per class year.

AC: 04/25/1988

B.S. in Economics:

The B.S. program in Economics is approved.

AC: 03/06/1995

International Studies Program:

The major in International Studies is approved.

AC: 02/01/1993

The revised major in International Studies is approved.

AC: 2/4/08

The revised major in International Business is approved.

AC: 2/4/08

The revised minor in International Studies is approved.

AC: 2/4/08

Major in Management Information Systems:

Major in Management Information Systems [approved], subject to the condition of a maximum of 25 majors per class year.

AC: 04/25/1988

Major in New Media: Film, Television and Radio:

The major in New Media: Film, Television and Radio is approved.

AC: 10/04/2004

Major in Biochemistry:

The major in Biochemistry is approved.

AC: 04/28/2008

Elementary Education Concentration:

The Elementary Education Concentration in the Graduate School of Education and Allied Professions is approved.

AC: 03/01/1993

Minor in Accounting Information Systems:

The minor in Accounting Information Systems is approved.

AC 04/10/2006

Black Studies Minor:

The Minor in Black Studies: Africa and the Diaspora is approved subject to review in 1997 with the following modifications: that courses taken to fulfill the requirements are selected from no less than three disciplines; that there be a single rotating director of the minor, appointed by the Dean of the College; that the list of "existing courses" (Appendix B) be limited initially to those courses which have been approved by the CAS Curriculum committee. Any courses which have been approved by the Dean and taught already could have a one line listing with an appropriate designation such as "under development" but could not be added to the curriculum until approved; that the advisory committee for the minor be appointed by the Dean of the college and should include a representative from all departments teaching focus courses in the minor.

AC: 05/22/1995

Minor in Biochemistry:

The minor in Biochemistry is approved.

AC: 02/05/1996

School of Business Minors:

Minors in Marketing; Information Systems; Finance; Accounting; Business Law, Regulations and Ethics; and Management are approved.

AC: 05/17/2000

Interdisciplinary Minor in Catholic Studies:

The Interdisciplinary Minor in Catholic Studies is approved.

AC 03/06/2006

Minor in Classical Music Performance:

The minor in Classical Music Performance was approved.

AC: 05/01/1995

Minor in Computer Science:

Minor in Computer Science [approved], subject to the condition that enrollment in the minor not exceed of 25 students and that no additional computer hardware or software resources be required to support the minor.

AC: 04/25/1988

Minor in Environmental Studies:

The minor in Environmental Studies (renamed the Program on the Environment; see AC 10/06/2008) is approved with contingencies.

AC: 03/06/1995

Minor in Film and Television:

The Minor in Film and Television is approved.

AC: 12/02/1996

Minor in Irish Studies:

The Minor in Irish Studies is approved.

AC: 05/17/2000

Minor in Italian Studies:

The minor in Italian Studies is approved.

AC: 05/13/1998

Minor in Jazz Performance:

The minor in Jazz Performance was approved.

AC: 05/01/1995

Minor in Judaic Studies:

The minor in Judaic Studies was approved subject to rewording to read "Final decisions concerning courses to be counted towards the minor would be made by the program's steering committee upon recommendation of the Program Director.

AC: 04/01/1996

Latin American/Caribbean Studies Minor:

Changes in the capstone course and the allowing of Spanish, French, or Portuguese were approved.

AC: 03/06/1995

Minor in Legal Studies:

The Minor in Legal Studies is approved.

AC: 02/02/1998

Academic Minor in Studies in Peace and Justice:

The minor program will consist of fifteen credits. There will be an initial required course, to be offered once a year ("Introduction to the Study of Peace and Justice"). Students will then choose three elective courses relevant to the focus of the program and chosen

under the guidance of the Program Director. A final "Integrating Seminar" will provide each participant with the opportunity to integrate his or her major with the perspectives of the program. (Although the proposers intend to offer the Integrating seminar only every other year, it was the consensus of the UCC that there should be institutional commitment to the program to enable it to be offered yearly to meet the needs of the students in the program.)

The language of the motion granting UCC approval also endorsed the conditions set by the EPC in its review of the program, i.e.

1. that there be mandatory continuing advisement during the students' tenure in the minor;
2. that a suggested list of courses be generated from which students would pick courses and which the faculty advisor would approve. Unlisted courses may be taken with approval of the faculty advisor.

CR: 02/09/1987

The name of this minor is changed to "Studies in Peace and Justice".
amended AC: 05/17/2000

Minor in Russian and Eastern European Studies:

The minor in Russian and Eastern European Studies was approved with a requirement that the proposal be brought back to the EPC in the Fall of 1998 for resource review and that the EPC report its recommendations to the AC at that time.

AC: 04/03/1995

AC: 05/01/1995

Women's Studies Program:

The minor in Women's studies is approved.

AC: 02/01/1993

Master of Arts in American Studies:

The Master of Arts in American Studies is approved.

AC: 05/15/1996

Master of Fine Arts in Creative Writing:

The Master of Fine Arts in Creative Writing is approved.

AC: 12/03/2007

Master of Arts in Communication:

The Master of Arts in Communication is approved.

AC: 04/07/2008

Master of Secondary Education with Initial 7-12 Certification:

The revised Master of Secondary Education with Initial 7-12 Certification is approved.

AC: 02/04/2008

Certificate of Advanced Studies in Literacy:

The Certificate of Advanced Studies in Literacy is approved.

AC: 04/07/2008

MBA Program:

The MBA program as delineated in Section E of the document "A Master of Business Administration (MBA) Program Proposal" is accepted.

AC: 02/14/1994

Corporate Cohort Program in Organizational Communication:

The Corporate Cohort Program in Organizational Communication leading to a Master of Arts in Communication is approved.

AC 04/10/2006

Masters of Science in Mathematics:

The Masters of Science in Mathematics is approved.

AC: 11/02/1998

Master of Science in Nursing:

The Master of Science in Nursing is approved.

AC: 05/03/1993

Master of Science in Nurse Anesthesia:

The Nurse Anesthesia track in the Graduate Nursing Program is approved.

AC: 12/05/2005

Master of Science: Clinical Nurse Leader track

The Clinical Nurse Leader track in the Graduate Nursing Program is approved.

AC: 03/05/2007

Doctor of Nursing Practice:

The Doctor of Nursing Practice degree program is approved.

AC: 10/13/2009

Master of Science in Accounting:

The Master of Science in Accounting is approved subject to the provision that adjuncts will be paid in accordance with the Memo of Understanding.

AC: 11/01/2004

Master of Science in Taxation:

The Master of Science in Taxation is approved subject to the provision that adjuncts will be paid in accordance with the Memo of Understanding.

AC: 11/01/2004

Re Masters of Science in Accounting and Taxation:

Issues surrounding the provision that adjuncts be paid in accordance with the Memo of Understanding [in the Master of Science in Accounting and the Master of Science in Taxation programs] have been resolved.

AC: 03/06/2006

Evening School of Engineering:

It is proposed that Fairfield University establish an Evening School of Engineering by incorporating the Bridgeport Engineering Institute (BEI) into the University as a separate school of the University affiliated with the School of Continuing Education.

BEI's curriculum proposal is modified as follows:

- (1) Do not require specifically Ph 10 and RS 10. Rather have any Philosophy and Religious Studies courses satisfy the core.
- (2) Have the Science/Math core requirement be the same as the SCE core. That is, drop the one additional elective in Science.
- (3) Replace Engineering Economics with any appropriate economics course.
- (4) Transfer Design, CAD from Fine Arts to the Engineering curriculum and reduce fine arts requirement to one course.
- (5) Change the History requirement so it is the same as SCE; History 30 and one additional History course.
- (6) All non-engineering courses (including math, science, and computer science courses) will be taught by faculty hired by SCE, observing all current criteria, and following all current procedures for such hires (appointment by the Dean of SCE after consultation with the relevant departments; preference for day school full-time faculty where appropriate; etc.).
- (7) The approval of any and all new non-engineering courses will follow the procedures currently in place for the approval of all new courses in the SCE (viz. approval by appropriate curriculum area and the curriculum committee of the relevant school).
- (8) In the event that an new full-time program in Engineering is to be developed in the future, it will use as its base the day school core curriculum in place at the time (with modifications as appropriate), not the evening school core.
- (9) In general, every effort shall be made to include Engineering student in regular SCE courses rather than segregating them into special sections reserved for Engineering students.

(10) In the future, any and all changes to the core curriculum for engineering students must be brought to the UCC and the Academic Council for approval.

GF: 12/02/1993

Full-time Undergraduate Engineering Program:

The full-time undergraduate engineering program was approved as a five-year program.

GF: 04/30/1999

The full-time undergraduate engineering program was approved as a four-year program

AC: 02/04/2002

Minor in Engineering:

The minor in Engineering is approved.

AC: 04/02/2007

Five-Year BS/MS Program in Software Engineering:

The Five-Year BS/MS Program in Software Engineering is approved.

AC: 02/05/2007

Master of Science in Management of Technology:

The Master of Science in the Management of Technology is approved subject to the following:

1. Any course offered in the program with a content level of 25% or greater in a traditional business discipline area is considered a business course and should be taught under the supervision of the School of Business. Any course with a content level of 25% or greater in a traditional arts and sciences discipline area is considered an arts and sciences course and should be taught under the supervision of the College of Arts and Sciences

2. There will be an Advisory Committee including no fewer than two faculty from BEI and two from the Management area in the School of Business. This committee will be the one responsible for curriculum innovations and the annual review of issues relevant to the MOT program mentioned in the MOT proposal.

3. Any program or curriculum changes must be approved by the faculty senate of BEI.

AC: 11/10/1997

Masters of Science in Software Engineering:

The masters program in software engineering is approved, contingent upon the university administration's assurance that any projected new faculty lines be paid for from program revenues, and that these hires will have no impact upon the size of the full time undergraduate faculty, or the budget of the undergraduate programs.

AC: 05/13/1998

Masters of Science Degree in Electrical and Computer Engineering:

The Masters of Science Degree in Electrical and Computer Engineering is approved.

AC: 04/07/2003

Masters of Science Degree in Mechanical Engineering:

The Master Degree Program in Mechanical Engineering is approved.

AC 02/07/2005

Religious Education Program in the GSEAP:

The Religious Education Program in the Graduate School of Education and Allied Professions is terminated.

AC: 12/02/1991

Major in Neuroscience:

The B.S. Program in Neuroscience is approved.

AC: 03/06/1995

The program in Neuroscience is closed.

AC: 04/08/2002

Minor in Environmental Science:

The Minor in Environmental Science is approved.

AC: 04/07/1997

The minor in Environmental Science is eliminated.

AC: 10/06/2008

Minor in Marine Science:

The minor in Marine Science was approved.

AC: 05/01/1995

The minor in Marine Science is eliminated

AC: 10/06/2008

9. Items related to Appointment, Promotion, Tenure, and Retirement

Role of Curriculum Area in Faculty Appointment Procedures:

1. All appointments to curriculum areas must be made according to the guidelines found in the Faculty Handbook (II.A.i.a) and the procedures published in the governance document of the School in question;
2. the assignment to teach a course in a curriculum area constitutes a *de facto* appointment that is subject to the above principles.

AC: 03/18/1975
amended AC: 02/02/1987

Hiring and Searches:

In the Academic Division, the hiring and evaluation of faculty and contact staff is central to building a strong and vibrant university. Therefore, the process of conducting a search, of building a pool of applicants that reflects the diversity and richness of our profession, of bringing candidates to campus for interviews, of judging the appropriate match with Fairfield, and of negotiating with our preferred candidate are all matters of the utmost seriousness to us.

AC: 11/04/1996

Affirmative Hiring of Jesuits:

The Council recommends that each individual school incorporate a process for the affirmative hiring of Jesuits into their governance documents.

AC: 11/05/2001

Consideration of prior service for promotion and tenure:

Evaluation for promotion or tenure should be based on a faculty member's performance in the academic career starting with his/her initial appointment at the rank of full-time instructor higher at an institution of higher learning. While promotion and tenure is based on performance in the academic career, the committee may seek to convince itself that such performance will continue at Fairfield University.

AC: 11/05/1991

Rank and Tenure Criteria for the School of Nursing:

That the norms proposed by the School of Nursing be viewed as interpretative to the Handbook descriptions of promotion requirements, to be reviewed by the Nursing School at five year intervals:

FAIRFIELD UNIVERSITY
School of Nursing

Qualifications for Appointment to Rank

The normal requirements for appointment to the rank of Instructor are eligibility according to the State Board of Nursing and/or other appropriate organizations, completion of the second level professional degree, one year of clinical experience, and presumed teaching ability on the college level.

The normal requirements for appointment to the rank of Assistant Professor shall be the second level professional degree, demonstrated clinical competence and demonstrated or presumed teaching ability on the clinical level.

The normal requirements for appointment to the rank of Associate Professor shall be: (a) i the doctorate and demonstrated clinical competence or ii demonstrated professional education beyond the second level degree and demonstrated clinical competence; (b) demonstrated teaching competency; and (c) published research papers, papers that appear on the programs of scholarly societies, or recognized professional accomplishments in his or her area.

AC: 09/20/1977

Professor of the Practice:

The professor of the practice would be appointed based on the procedures and qualifications set forth in the Faculty Handbook (II.A.1). These positions normally would require a 4-4 teaching load and university service, though not the peer-reviewed scholarship expected of faculty in tenure-track or tenured positions.

Professors of the practice would be members of the General Faculty and so have full voting privileges within departments, schools, and at meetings of the General Faculty. They would be eligible to serve on any standing committee of the General Faculty, with the exceptions of the Committee on Rank and Tenure and the Research Committee. They would be expected to perform all of the "Faculty Duties" listed in the Faculty Handbook (II.C.1). Professors of the practice would be eligible for merit pay, but not for promotion in rank. In any school, professors of the practice would normally constitute no more than 10% of the full-time faculty. The appointment of any professor of the practice will never diminish the number or the growth of tenured faculty lines in departments, curriculum areas, programs, schools, or in the University as a whole.

AC: 03/09/2009

Privileges for Retired Faculty:

Faculty who retire with at least fifteen (15) years of continuous service* to the University are entitled to the following privileges**: access to all University academic and recreational facilities; access to e-mail and the internet; attendance at the

University's cultural, athletic and educational events, including academic convocations and processions; campus parking permit; and tuition remission for faculty and spouse. Retirees will continue to receive university publications.

While the University's primary responsibility is to its active faculty, it also recognizes the desirability of supporting the continuing research of retired faculty. The University's resources are severely limited; however, to the degree that these limited resources will allow, and subject to the prior claim of active faculty, the University will endeavor to support the research of retired faculty. To this end, the University will attempt to provide laboratory and computer facilities and financial support for their use, office space and secretarial services when such support of research is possible and appropriate in the judgment of the pertinent Dean. Because of the limitations outlined above, the University cannot guarantee the availability of this research-related support.

*"Years of continuous service" include all periods of full-time employment, sabbatical leaves and leaves of absence, with the exception of leaves for total disability of illness.

**The privileges outlined in the remainder of this paragraph are subject to the current policies, restrictions and fees applicable to full-time active faculty.

AC: 04/21/1986
amended AC: 05/07/1986
amended AC: 09/08/1997

Application for emeritus status:

Requirements for application:

The responsible dean, area coordinator, or chairperson will nominate all individuals who plan to retire from his/her school, area, division, or department. Nominations are made to the Committee on Rank and Tenure through the Office of the Academic Vice President.

To be included with the nomination is the following supportive documentation:

1. a current curriculum vitae of the nominee
2. a letter from the nominator reviewing the nominee's professional accomplishments in teaching, scholarship, and service, and highlighting in which area(s) the candidate's achievement is judged 'laudable.'

Timetable for review of nominations:

- Nominations to be made by the last Friday in February
- Recommendation to President by the third Friday in March
- Appeals filed by the second Monday in April
- Appeals considered by the end of the third week in April

- Recommendations concerning appeals made to President by the Academic Vice President within 3 days of committee deliberation
- President's decision communicated by first Friday in May

AC: 12/07/1987

Clarifications on Emeritus Status:

- i. There is no minimum number of years of service required.
- ii. The Rank and Tenure committee is not empowered to recommend to the President a promotion to senior rank at the time of the conferral of the title "emeritus."

AC: 03/28/1988

The Academic Council understands the title of Emeritus to be reserved only to those members of the academic community who, having reached at least the age of 62, leave Fairfield and do not accept a full-time position at any other academic institution.

AC: 04/25/1988

10. Items related to the Faculty Secretary and the Journal of Record

Journal of Record:

Committees shall report recommendations* to the Secretary of the General Faculty, the appropriate administrator, and the Academic Council. The Council Executive may decide to invite the Chair of the reporting committee to attend the first reading of the proposal. If the Chair is not invited to the first reading of the proposal, the Council itself may decide to invite the Chair to the second reading, at which second reading the Council shall discuss and vote upon the issue. The Academic Council will then forward the recommendation, if approved and/or revised, to the appropriate administrator, who shall respond within fifteen (15) calendar days to the Academic Council with his approval or objection to the recommendation. The disposition of the matter shall be reported to the General Faculty through the minutes of the Academic Council. The General Faculty, as in all matters, may address the recommendation in the General Faculty Meeting which immediately follows the Academic Council decision, and may overrule the Council. Once approved the recommendation will be entered in a Journal of Record by the Secretary of the Faculty.

*Committees will not report specific non-policy decisions such as recommendations for promotion or sabbatical.

AC: 03/18/1985
amended AC: 04/25/1988

Only committee policy recommendations, subsequently approved by the Academic Council or the General Faculty, are to be included in the Journal of Record. Any details pertinent to the substance of the policy recommendation should be articulated as part of the recommendation itself. Supporting materials to the policy should be considered illustrative and not be included in the Journal of Record.

AC: 05/16/1988

Committee Records and the Faculty Secretary:

That the Secretary of the Faculty should keep a complete record of all annual reports from all standing committees and should notify the appropriate chairs to submit an annual report prior to the last scheduled meeting of the General Faculty.

AC: 03/15/1976
amended AC: 11/02/1992

Reminders to Committee Chairpersons:

The Secretary of the General Faculty shall remind the chairs of Faculty Committees that they must report all decisions promptly to the Council for inclusion in the Journal of Record. In particular, chairs are reminded of their responsibility for those areas of the Long-Range Planning Report that fall within their purview. Actions carried out under the Long-Range Plan are also to be reported to the Academic Council.

AC: 04/05/1993

Recognition of Twenty-five Years of Service:

The Secretary of the General Faculty is requested to include on the agenda of the last meeting of the General Faculty a moment to recognize those faculty who are celebrating their 25th anniversary of service to our University.

AC: 05/01/1995

11. Items related to Faculty Benefits, Rights, and Perquisites

Faculty Perquisites:

The Council affirms the interpretation in all of Chapter III of the Faculty Handbook that "provides" implies without charge to the faculty and the University may not charge faculty for use of office space, parking, mail boxes, tickets to University sponsored events, use of the Faculty Dining Room, academic gowns, or interlibrary loan.

AC: 03/01/1993

Policy on Institutional Support for Leaves for Extraordinary Faculty Research:

Whenever possible, but within the limits of its resources, Fairfield University will offer financial and institutional support to any faculty member, tenured or tenure-track, who is awarded a major fellowship (American Council of Learned Societies, Fulbright, National Endowment for the Humanities, National Science Foundation, etc.). The university will contribute the difference between the monies of such a fellowship and a faculty member's annual salary, as well as the faculty member's full annual benefits package, so that he or she may take advantage of a full year's leave for research without financial loss. This leave time and institutional support will have no direct bearing on the faculty member's cycle of eligibility for sabbatical leave. Whenever possible, faculty members are expected to make a reasonable effort to link an application for such a fellowship to the time of their sabbatical leave.

AC: 12/02/1991

Policy on Release Time for Extraordinary Faculty Research:

Fairfield University will negotiate a reduced teaching load with any faculty member, tenured or tenure-track, who is awarded a major research grant from a peer-reviewed funding agency (NSF, NIH, NOAA, DOE, etc.), whenever that grant is of sufficient complexity and involves enough faculty responsibilities to justify release time. Release time must be concurrent with the funded period of research. This release time will have no direct bearing on the faculty member's cycle of eligibility for sabbatical leave. In applying for such grants, faculty are expected to consider the importance of requesting salary recovery funds from the granting agency. Whenever possible, faculty members are expected to make a reasonable effort to link the period of funded research to the time of their sabbatical leave if multiple-year funding is available.

AC: 12/02/1991

Faculty Admission to University Courses:

I. Tuition is remitted for full-time faculty when they wish to take courses sponsored in whole or part by the University. In some cases, tuition remission is governed by conditions, as follows:

1. For most courses offered by the University, the only condition is the completion of the proper tuition remission and registration forms.

2. For courses in which there are limitations on enrollment based on physical requirements (e.g., limited number of lab stations), faculty may enroll on a space-available basis after regular full-time and part-time students.

3. For courses offered under a "contract" fee structure, faculty participation is contingent upon funding from some source; faculty will then have access to the course on an equal basis with anyone else.

II. Fees others than tuition are the responsibility of the faculty member.

III. Funding for "contract" courses (I.3 above) is to come from University sources.

AC: 05/16/1988

University Admissions and Tuition Policy: See Appendices

Illness/Disability Policy:

The University will provide full salary and benefits for up to six (6) months of absence due to disabling illness, injury, pregnancy, childbirth or related conditions. Any faculty member who anticipates an extended disability absence will inform his/her Dean as soon as possible indicating the anticipated commencement and, whenever possible, the anticipated duration of the period of absence. The University may require medical certification in cases of recurring absences, or for absences lasting longer than a month.

The period of recovery due to a normal childbirth is presumed to be six weeks. The University may require medical certification for absences in excess of six weeks.

The University's total Disability Plan provides benefits for serious and long-term illness/injury after six months, subject to the terms of the Plan. Faculty members are expected to apply for and avail themselves of the Plan where appropriate.

Work-related injuries are covered by Worker's Compensation.

AC: 09/09/1991

Faculty Maternity Policy:

Faculty members whose maternity disability leave occurs at a time during the semester that would interfere significantly with their teaching (normally considered to be a period of absence of three or more weeks) shall be released by the appropriate Dean from teaching responsibilities for the semester. During that time, full pay and benefits will be continued. Faculty will be expected to work on projects and to fulfill other responsibilities congruent with their role at the expiration of their maternity leave.

AC: 04/27/1992

Computer Usage Guidelines:

Only members of the Fairfield University community are eligible to use the computing resources available on campus.

Resources are available solely for:

- * students needing resources for course-related work
- * faculty engaged in research, instructional development, and other professional activities

The computer resources of Fairfield University are limited and should be used wisely and carefully. To assist in the most efficient uses of all computer resources on campus, the following guidelines have been established by the Educational Technologies Committee:

1. Each user must use the computing resources for the purpose(s) for which they are intended. Resources should be used for research, instructional, or administrative activities and must not be used for primarily commercial purposes.
2. Users may not engage in unauthorized duplication, alteration, or destruction of data, programs, or software belonging to other members of the University community. Users may not transmit or disclose data, programs or software belonging to others. Further, users may not copy materials protected by copy right or licensing agreement.
3. Users may not encroach on others' use of computer resources. This includes, but is not limited to, such activities as typing up computer resources for game playing; sending frivolous or excessive messages; spreading computer viruses; using excess amounts of storage; printing excessive copies; or running inappropriate programs that utilize inordinate amounts of computer time when more efficient programs are available.
4. Users must not attempt to modify computer system(s) facilities on the University's mainframe, networks, microcomputer, and external network links.
5. Users shall abide by the security policies set forth by the System Manager.

Identified violations will be reported to the appropriate office or Student Judicial Board for action as described in the Faculty Handbook or the Student Handbook.

AC: 02/01/1993

Academic Freedom and Computer Networks:

Freedom of inquiry and expression by faculty and students are fundamental to the operation of a university. The faculty recognizes global computer networks as having joined the print and broadcast media for such inquiry and expression.

While academic freedom carries with it a responsibility, expression should not be subject to prior censorship and restrictions should be reserved for grievous violations of the law or academic standards. Such restrictions should be enforced only after a clearly defined due process procedure and based on clearly stated criteria. Within the academic sector the final judgment should rest with a body dominated by faculty who enjoy the protection of tenure.

The Academic Council recognizes the need for academic departments to have primary control of their laboratory and computing equipment.

AC: 02/05/1996

Privacy and Faculty Office Space:

Fairfield University recognizes the privacy of faculty offices. University personnel will not enter faculty offices without permission except for normal cleaning and maintenance or as noted below.

Should there be a need to access academic records during a period when a faculty member is incapacitated or otherwise unable to grant permission, the Department Chair or Dean will contact a member of the faculty's immediate family and ask that she/he accompany them while retrieving such records.

In the case of the death of a faculty member, the Department Chair or Dean will contact the immediate family and arrange for suitable time, within two months, to empty the office. The family will be offered the option of having a second colleague of their choosing present. The University will arrange for the packing and shipping of personal belongings in the office. Should a member of the family not be available within the two months, the Department Chair or Dean will arrange for emptying the office and shipping of personal belongings.

AC: 09/12/1994

12. Items Related to University Community Conduct

*Students Rights:

That the Academic Council recommends that the Student Government present a Student Bill of Rights for consideration by the University community. The Council will be pleased to cooperate with other segments of the University in considering and implementing such a bill.

AC: 03/31/1969

*Student Drinking:

The Academic Council feels that under existing State laws, and consonant with the principle of due observance of the rule of law, the introduction of alcohol in the dormitories is not desirable. The Council recommends that the student Government explore again the possibilities of some sort of rathskeller or bottle club on campus for those of legal drinking age. The Council would like to stress that, in addition to the question of law, the University community must adhere to its major academic objectives and not create situations, which would be detrimental to them, or to the academic achievement of the student body.

AC: 03/31/1969

The academic proceedings for this University are to be conducted without the use of alcohol. Included in this list of proceedings are the following: scheduled classes and laboratories, class registrations, final examinations, convocations, graduation exercises, and other appropriately designated activities. Students violating this rule should be subject to immediate suspension.

GF: 02/13/1979

Academic departments and divisions are requested not to sponsor student social events with the advertised central purpose of alcohol consumption.

GF: 02/13/1979

Those students suffering from alcohol abuse should be directed into treatment programs as a necessary prerequisite for continued membership in the academic community.

GF: 02/13/1979

*Student Drinking in Loyola:

The General Faculty opposes the use of space adjacent to fine arts studios in the basement of Loyola as a beer hall.

GF: 05/12/1982

Student Weekend Events:

Fairfield University Student Affairs Division will sponsor or coordinate specific social/ cultural/ intellectual/ recreational activities that provide an alternative to unstructured time every

Friday and Saturday evening while the University is in session during the Fall and Spring terms.

AC: 04/23/1990

*Student Dress:

Fairfield students are expected to present a neat and clean appearance and to dress in a manner, which could be reasonably considered appropriate to the occasion. Athletic wear should be restricted to periods of recreation.

AC: 03/31/1969

Demonstrations:

While the Academic Council reaffirms the right of orderly demonstration, it condemns the use of vulgar displays and profane language as being an insult to the academic community.

AC: 03/31/1969

Workers' Bill of Rights:

The General Faculty endorses the statement of the Workers' Bill of Rights:

Workers' Bill of Rights

We the members of the Fairfield University Community, recognizing that "Fairfield is Catholic in both tradition and spirit," and that Fairfield "celebrates the God-given dignity of every human person" (Fairfield University Mission Statement), affirm that all workers at Fairfield University have the following inalienable rights as defined by Catholic Social Teaching:

- The Right to a Living Wage
- The Right to Working Conditions Suitable to Health Safety, and Human Dignity
- The Right to Benefits Suitable to Human Dignity
- The Right to Organize

All campus workers employed under subcontracting (or "outsourcing") agreements shall be accorded these same rights.

GF: 04/17/1998

Fair Labor Association:

The Academic Council recommends to the administration that Fairfield University join the Fair Labor Association.

AC: 09/08/2003

Appendix 1:
Guidelines and Procedures for Submission of New Program Proposals

GUIDELINES AND PROCEDURES FOR SUBMISSION OF NEW PROGRAM PROPOSALS

The Academic Council, with the consultation of representatives from the Undergraduate Curriculum Committee, the Educational Planning Committee, and the Graduate School of Education, has prepared the following guidelines to aid faculty in the development of proposals for new schools, degree programs, majors, concentrations, and minors.

Routing Procedure: All new programs must follow the routing procedures published in the Journal of Record.

At each step along this route the minutes or letter of support of the body should be attached to the proposal so that the next committee understands the thinking and action of previous committees.

GUIDELINES. All new programs should prepare their proposals in the following format, doing their best to answer the following questions:

- 1. Description, overview, and summary** of proposed new program, major, minor, or concentration.
- 2. Need.** Explain why the new program is needed at Fairfield University, e.g. student driven, faculty driven, special interest.
- 3. Rationale.** Discuss the reasons for the program, rationale how it meets the mission of Fairfield, and its particular place in the curriculum.
- 4. Objectives.** What does the program seek to accomplish?
- 5. Impact.** what program(s) if any, will this replace? How will it impact current programs in your discipline or other disciplines? How will it impact the core curriculum? How will it overlap other programs?
- 6. Program Detail.** List approved courses required or recommended, discuss course sequence and reasons for including courses. Include other programmatic detail not specifically course-related, such as internships, special university events, etc. Any new courses proposed must be fully detailed, including description, rationale, draft syllabus.
- 7. Administrative Structure and Governance.** What faculty grouping has control over curriculum and course development? What individuals have administrative authority? What is the proposed "chain of command"?
- 8. Resources.** List personnel, space, resources; Library -- both in terms of resources AVAILABLE and resources NEEDED. Prepare a

proposed draft yearly budget. Also consider OPPORTUNITY COST. What other programs would the university, or your curricular area, have to sacrifice or delay in order to implement this program?

9. Projections for the Future. What are your anticipated plans for this program down the line : two years? five years? When and how will you evaluate its effectiveness?

AC: 10/2/95

Appendix 2:
Routing for Approval of Undergraduate Course/Program Revisions

Guidelines for the Routing and Approval of Proposed Course/Program Revisions in the Undergraduate Divisions:

The general principles for the following guidelines are the following:

The person making a proposal (or one person from among those making a proposal) shall act as a "manager" for the proposal, who will:

- see that the proposal moves forward from committee to committee;
- provide each committee chair in a timely fashion with copies of the proposal and appropriate documentation (including relevant excerpts of minutes of committees that have already approved the proposal);
- be present at committee meetings as needed to answer questions.

Faculty review (at more than one level of responsibility) is required for all course/program revisions.

EPC review is required if new resources are required.

Moreover, UCC review is required for:

1. all new programs, or changes in programs involving interdisciplinary or inter-school relationships; and
2. all changes having impact upon the present Core Curriculum.

Academic Council review is required of all EPC and UCC recommendations on curriculum policy.

1. New Courses - Within the Same School

Included here are any course or program changes internal to a department or school, including new interdisciplinary courses.

1. Curriculum Area Chair to
2. School Curriculum Committee or Faculty of School to
3. Dean

2. New Inter-School Courses

1. Curriculum Area Chair(s) to
2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s) to
4. UCC

3. Formation or Dissolution of Degree Programs, Majors, Concentrations, and Minors

1. Curriculum Area Chair(s), where appropriate, to

2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s) to
4. UCC to
5. EPC to
6. Academic Council

4. Formation or Dissolution of Schools

1. UCC to
2. EPC to
3. Academic Council to
4. General Faculty

5. Courses/Programs seeking Grant Support, or Involving Other Universities, or Having Impact Outside F.U.

The routing to be followed is the same as for "New Inter-School Courses," except that the Academic Vice-President must also review the proposal.

6. Changes in Core Requirements

Included here also are those situations where groups of students are to be excused from some part of the Core requirements, and those situations where courses are offered by one curriculum area but receive Core credit in another curriculum area.

[Note: Individual student exceptions to the Core requirements would continue to be made upon the advice of the Faculty Advisor to the Dean of the appropriate School.]

1. Curriculum Area Chair(s) to
2. UCC

7. Changes in Degree Requirements:

1. Curriculum Area Chair(s) to
2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s) to
4. UCC

CR: 9/14/87
corrected AC: 2/1/88
amended AC: 12/04/2000
Formatting corrected by GFS: 7/2006

Appendix 3:
Routing for approval of Graduate Course/Program Revisions

Guidelines for the Routing and Approval of Proposed Course/Program Revisions in the Graduate Divisions:

The general principles for the following guidelines are the following:

The person making a proposal (or one person from among those making a proposal) shall act as a "manager" for the proposal, who will:

- see that the proposal moves forward from committee to committee;
- provide each committee chair in a timely fashion with copies of the proposal and appropriate documentation (including relevant excerpts of minutes of committees that have already approved the proposal);
- be present at committee meetings as needed to answer questions.

Faculty review (at more than one level of responsibility) is required for all course/program revisions.

EPC review is required if new resources are required.

Academic Council review is required of all EPC recommendations on curriculum policy.

1. New Courses - Within the Same School

1. Curriculum Area Chair to
2. School Curriculum Committee or Faculty of School to
3. Dean

2. New Inter-School Courses

1. Curriculum Area Chair to
2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s)

3. Formation or Dissolution of Degree Programs, Majors, Concentrations, and Minors

1. Curriculum Area(s), where appropriate to
2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s) to
4. EPC to
5. Academic Council

4. Formation or Dissolution of Schools

1. EPC to
2. Academic Council to
3. General Faculty

5. Courses/Programs seeking Grant Support, or Involving Other Universities, or Having Impact Outside F.U.

The routing to be followed is the same as for "New InterSchool Courses," except that the Provost and the Academic Vice-President must also review the proposal.

6. Changes in Degree Requirements:

1. Curriculum Area Chair(s) to
2. School Curriculum Committee(s) or Faculty of School(s) to
3. Dean(s)

AC: 4/25/88

Amended, AC: 12/4/2000

Formatting corrected by GFS: 7/2006

Appendix 4:
Guidelines for Review of Programs

Guidelines for Review of Programs:

When new programs¹ are approved, the approval usually calls for a review of the program after a stated number of years. The following guidelines are based on the procedures for the approval of new programs published in the *Journal of Record*. Their purpose is to provide a structure for the faculty teaching in the program to carry out the review, and to inform relevant committees of its results.

In submitting your report for review, please also include a copy of the original proposal for reference purposes.

1. Have there been any significant changes in the program? If so, what were they? Why were they made?
2. Need. How many students have graduated with an official major and/or minor from this program and how many are currently officially enrolled? (Please provide documentation.)
3. Objectives.
 - a. What are the objectives being measured?
 - b. How are you measuring the outcomes of those objectives?
 - c. How are you meeting those objectives?
 - d. How does your program help to fulfill the University's mission?
4. Impact. What impact has your program had on your students and on the University? Has the program had an impact on other programs in your discipline or other disciplines? If so, has this impact been favorable or unfavorable?
5. Administrative Structure and Governance. Have there been any changes in the administrative structure and governance of the program? If so, what have they been, and why were they made?
6. Resources. What are your current resources, and how are they being used? Has the program had any problem in obtaining necessary resources (personnel, space, financing, etc.)? If so, what effect has this had on the program? Please attach a budget sheet that describes your use of funds.

Routing procedure sequence for review of programs:

- 1) School curriculum committee
- 2) UCC (if applicable)
- 3) EPC
- 4) Academic Council

¹ "Program" is used here to refer to majors, minors, concentrations and programs.

AC 4/4/2005

Appendix 5:
Timetable and Guidelines for Tenure and Promotion

**FAIRFIELD UNIVERSITY
COMMITTEE ON RANK AND TENURE
GUIDELINES FOR APPLICATIONS**

Introduction

The Faculty Handbook defines the basic requirements upon which the Committee on Rank and Tenure formulates its recommendations. In preparing a dossier and supporting documentation, a candidate's principal obligation is to present coherently and document substantially his or her case for promotion and/or tenure. The dossier should be organized in such a way that readers are helped to understand and interpret the data presented in support of one's teaching, service, scholarly or creative work, and other professional activities and accomplishments. These guidelines are meant to assist faculty in organizing and developing a dossier which meets the Handbook objectives. Not all of the recommendations contained in these guidelines are pertinent to each application. Candidates will judge which materials are appropriate for them.

The Committee on Rank and Tenure requests that the completed dossier and supporting documents be submitted to the head of the candidate's curriculum area by the date noted on the appended timetable. The University considers the materials contained in the applicant's Rank and Tenure file to be confidential. The Rank and Tenure file consists of the applicant's dossier, the applicant's supporting documentation and the letters.

OUTLINE AND GUIDELINES FOR APPLICANT'S DOSSIER

I. **Table of Contents**

Include not only the contents of the dossier, but the contents of the appendices and other supporting documents as well.

II. **Background Data**

- A. **Name**
- B. **Application for tenure or promotion**
- C. **Education** (chronological)
- D. **Academic appointments/promotions** (chronological)
- E. **Other background experience related to current position**

Include information on experience related to current position, such as clinical appointments, consultantships, positions in museums, the theater, and the like.

III. **Curriculum Vitae**

IV. **Names and Titles of Authors of Outside Letters**

V. **Detailed Statement of Case for Promotion or Tenure**

This statement should give focus to the strengths of the application, specifically indicating how the application satisfies the requirements in the Faculty Handbook for promotion or tenure.

VI. **Teaching Accomplishments Since Initial Promotion or Appointment to Present Rank**

A. **Courses taught at Fairfield University**

Identify and describe new ones developed.

B. **Teaching evaluation**

1. Peer review - The applicant is encouraged to request colleagues with firsthand experience of his/her teaching ability to submit written reports based on these observations. Colleagues may wish to address differences between their perceptions of candidate's teaching and student perceptions if the student perceptions are known to the colleague.
2. Student Evaluation Summary - **If** student evaluations are submitted as supporting materials, a summary of the student rating **must** appear in this section of the application. Sufficient information about the evaluation instrument (especially a department or personal form) and results must be provided to enable the committee to make an informed decision.
3. Teaching Awards or Citations

C. **Description of involvement in curriculum development and enhancement**

The candidate may include information about innovations in teaching.

D. **Student advising**

E. **Student supervision**

Include activities such as independent studies, academic student organizations, student teacher/clinical supervision and the like.

F. **Participation in courses/seminars of other faculty**

VII. **Professional Accomplishments Since Initial Promotion or Appointment to Present Rank**

A. **A list of publications**

If a publication has multiple authors, explain your contribution to the publication.

The *Faculty Handbook* emphasizes the importance of peer review. For each category in this section, explain the review process. Include both what was reviewed (a complete paper? an abstract for a paper? a draft of a book?) as well as who reviewed the work (double-blind referees? an editor? the conference organizers?). If possible, describe how competitive was the selection process.

In addition to publications that have appeared in print, include in this section accepted publications not in print with a letter of verification from the editor stating that the publication is accepted unconditionally, or accepted pending relatively straightforward revisions. If, in a previous application, a publication has been listed as accepted but not in print, that fact should be noted in this section.

1. Books and chapters of books
Include published reviews or publisher reviews and/or letters of evaluation.
2. Professional refereed journal papers
3. Professional refereed conference proceeding papers
4. Professional non-refereed journal papers
5. Other publications (magazines, etc.)
6. Book reviews and short notes

B. **Accomplishments other than publications**

In fields where publications are not the primary expression of professional achievement use this section to explain those activities. These may include art exhibits, performances, movies or plays written or directed, and so on.

The *Faculty Handbook* emphasizes the importance of peer review. In each case, explain the review process, including what was reviewed (an artwork? a proposal for an exhibit? a draft of a novel or a complete novel?), and

who did the review. If possible, describe how competitive was the selection process.

C. **Professional presentations**

Include information such as the date of the presentation, location, to whom, and the topic.

Note whether presentations were to international, national, regional, or local groups, as well as indicating the prestige of the groups addressed.

Indicate whether each address was invited, submitted and refereed, or submitted and non-refereed. Explain what was reviewed (a complete paper? an abstract?) as well as how the review process worked.

D. **Professional honors and/or awards**

E. **Professional contributions/service**

Describe contributions to scholarly associations such as official positions, editorship of journals and review/referee work and committee work.

F. **Sponsored research**(grants)

Please also list applications for grants

G. **Consultantships**

H. **Presentations on media or to a community and non-professional groups**

Present all relevant data.

VIII. University and/or Community Service Since Initial Promotion or Appointment to Present Rank

A. **Service to Student Organizations**

B. **University Committees**

For Standing and Ad Hoc committees, list dates of service, name of committee(s) and position(s) held

C. **School or Departmental Committees**

List dates of service, name committee(s) and position(s) held

D. **Other Service to University**

For example, organizing art exhibits, lecture series, faculty seminars, and the like.

E. **Service to Non-University Community**

NOTE: Please use Areas VI., VII., and VIII. as models for Areas IX., X., and XI.

- IX. Teaching Accomplishments Prior to Promotion or Appointment to Present Rank
- X. Professional Accomplishments Prior to Promotion or Appointment to Present Rank
- XI. University and/or Community Service Prior to Promotion or Appointment to Present Rank

APPLICANT'S SUPPORTING DOCUMENTATION

1. Student Evaluations - Candidates may submit student evaluations covering semesters of the period under review. The General Faculty has voted that the current teacher evaluations are for formative purposes. The Committee will accept those evaluations at the will of the candidate. A single copy of computer printouts, essay responses, or other substantiating data may be submitted.
2. Publications - Candidates should submit copies of all publications, evidence of artistic accomplishments, reviews of books and papers, etc.
3. Syllabi, tests, or other course materials sufficient to indicate currentness of courses
4. Letters - Applicants for tenure and/or promotion are to provide the names, addresses and contact information of outside referees to the head of the curriculum area, the Dean and the Academic Vice President. The Dean, in consultation with the curriculum area head, will contact the outside referees. Once it has been confirmed that each outside referee agrees to write a letter, the Dean will send him/her the following materials, along with the applicant's materials supporting professional activities and accomplishments.
 - a. Background information on Fairfield University.
 - b. A brief description of the Rank and Tenure Committee as a university committee with membership representing the College of Arts and Sciences, School of Nursing, Business School, and Graduate School of Education and Allied Professions.
 - c. Copy of the official *Timetable and Guidelines for Tenure and Promotion*.
 - d. Copy of the appropriate pages in the *Faculty Handbook*. (pp. 20-25)
 - e. Specific instructions to assess the professional activities and accomplishments of the applicant with qualitative comments.

This procedure does not preclude or prohibit the applicant from contacting the referee at any point in the solicitation process.

5. Letters - The chairs or heads of the curriculum areas shall include in the supporting documents annual or other reviews by themselves and by the Dean, if such documents are available.

TIMETABLE FOR APPLICATION FOR PROMOTION AND TENURE

1. **BY MAY 15:** The Rank and Tenure Committee will hold an informal meeting with interested faculty to discuss the guidelines and the application process for tenure and promotion. The meeting will be held on a day when no classes are scheduled.
2. **BY SEPTEMBER 15:** The **applicant** must notify the Dean and the head of the curriculum area (normally the department chair) of his/her intent to apply for promotion or tenure. The **applicant** should provide the Dean and the Academic Vice President with the names and addresses of those from whom outside letters should be solicited. The **applicant** will provide the dean with materials supporting professional activities and accomplishments to be sent to the outside referees.

The **Dean**, in consultation with the head of the curriculum area, will formally contact the outside referees to solicit letters on behalf of the applicant. Upon confirmation of their willingness to write letters, the **Dean** will immediately send to the outside referees the applicant's materials supporting professional activities and accomplishments, along with the following materials:

- a. Background information on Fairfield University
- b. A brief description of the Rank and Tenure Committee as a university committee with membership representing the College of Arts and Sciences, School of Nursing, Business School, and the Graduate School of Education and Allied Professions.
- c. Copy of the official *Timetable and Guidelines for Tenure and Promotion*.
- d. Copy of the appropriate pages in the *Faculty Handbook*.
- e. Specific instructions to assess the professional activities and accomplishments of the applicant with qualitative comments.

This does not preclude the applicant from contacting the referees him or herself. The Dean will request a reply addressed to him or herself by **November 1**.

3. **BY OCTOBER 1:** The applicant will provide the appropriate faculty (normally within the department) with one copy of the dossier and supporting documentation. Dossiers and notebooks (3 ring binders) **will not** be returned, therefore, please put any original journal articles or papers, etc., with the supplementary materials.
4. **BY NOVEMBER 1:** Outside letters should be addressed to and received by the Dean. The **Dean** shall provide copies to the head of the curriculum area. The **applicant** should check with the Dean to verify that the letters have been received.

5. **BY NOVEMBER 8:** The appropriate faculty, normally those with rank at or above the rank sought by the applicant, should send nine (9) copies of their letter assessing the dossier directly to the office of the Academic Vice President.
6. **BY NOVEMBER 15:**
 - a. The **head of the curriculum area** should forward nine (9) copies of his/her letter, the applicant's dossier and supporting documentation to the Dean's office.
 - b. The **Office of the Academic Vice President** will forward copies of the faculty letters to the Dean of the applicant's school.
7. **BY DECEMBER 1:**
 - a. The **Dean** will attach his/her letter and forward the applicant's file, including the dossier, outside letters and supporting documentation to the Office of the Academic Vice President.
 - b. The **applicant** should supply eight (8) additional copies of the dossier only directly to the Office of the Academic Vice President.
8. **BY DECEMBER 15:** The **Office of the Academic Vice President** will have a copy of the Rank and Tenure file available for each member of the Committee. This file will then be closed, except for information not reasonably obtainable at that time. The Committee will not consider incomplete applications.
9. **BY FEBRUARY 15:** A Committee recommendation for or against promotion or tenure will be forwarded to the applicant. Applicants may discuss reasons for the negative recommendation with the Academic Vice President.
10. **BY MARCH 1:** Appeals must be filed by the applicant in the Office of the Academic Vice President with rationale clearly stated. Additional information or clarification shall be submitted at this time. The Applicant will supply the Dean and appropriate faculty with this material for comment. The Dean and the appropriate faculty will provide these comments to the Office of the Academic Vice President by March 10.
11. **BY APRIL 1:** The Committee recommendation for or against the appeal will be forwarded to the applicant. The Committee recommendations for all applicants will be presented to the President. The Academic Vice President will make his/her recommendation to the President and provide the Committee with a copy.
12. **BY APRIL 15:** The applicant will be notified of the final decision.

13. An applicant may request written reasons for denial of promotion or tenure from the Administration in accord with the Faculty Handbook. That request should be presented to the Academic Vice President.

IMPLEMENTATION OF NEW POLICIES ON RANK AND TENURE

1. All procedural changes, such as the composition of the committee and the sequences of actions and appeals, will become effective September 1, 1993.
2. All faculty hired after September 1, 1992 will be subject to the new criteria.
3. All faculty hired on or before September 1, 1992 will have the following options:
 - a. Tenured faculty applying for promotion in 1993-94 or 1994-95 may indicate a wish to be judged according to the old criteria (Faculty Handbook, 8th edition), by notifying their Chair/Coordinator, Dean and the Academic Vice President by **September 15** of the year in which they will initiate the application. After September 1, 1995, all promotion decisions for tenured faculty will be based on the new criteria.
 - b. Untenured faculty applying for tenure and/or promotion may indicate a wish to be judged according to the old criteria (Faculty Handbook, 8th edition), by notifying their Chair/Coordinator, Dean and the Academic Vice President by **September 15** of the year in which they will initiate the process. This option will remain available to untenured faculty until such times as they receive tenure or are issued a terminal contract.

AC: 10/1/84
amended AC: 10/6/86
amended AC: 5/15/89
amended AC: 5/2/94
amended AC: 12/11/95
amended AC: 5/15/96
amended AC: 5/1/00
amended AC: 5/17/00
amended AC: 5/7/01
amended AC: 5/6/2002
amended AC: 3/6/2006

Appendix 6:
Guidelines for Sabbatical Proposals

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE GUIDELINES FOR SABBATICAL</p>
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INTRODUCTION

The Faculty Research Committee seeks to recognize the difference between persons, backgrounds, disciplines, orientations, and the possibilities of novel projects in its consideration of proposed sabbatical projects. In evaluating proposals, the committee may consult with appropriately knowledgeable persons inside and outside the university. The committee provides these general norms to assist faculty in drafting their sabbatical proposals and to guide the committee in evaluating the merits of proposed projects.

PURPOSE

The sabbatical leave affords the faculty member a release from normal teaching duties to pursue activities that will benefit the individual and the university. Such activities may include intensive research and/or writing in one's discipline, academic renewal in one's field, retraining in a different field or methodology related to the person's professional and/or teaching area, training to improve teaching methods, and developing programs that would be of benefit to the university.

DEADLINE FOR APPLICATION

The deadlines are generally November 1 (for the applicant), November 7 (for the Department Chair), November 15 (for the Dean) and published each year by the Research Committee. Applicants must submit their completed proposal and 6 additional copies to the Department Chair. The Department Chair must submit his/her letter of recommendation and the proposal to the Dean. The Dean must submit his/her recommendation, the Department Chair's recommendation, the original proposal and 6 copies to CNS 300 c/o the Chair of the Faculty Research Committee.

CONDITIONS OF ELIGIBILITY

- The applicant must meet the university and departmental criteria for sabbatical leave release as stated in the latest edition of the Faculty Handbook or amendments thereto (II.B.2.a). In particular, applications for either or both semesters of an academic year must be submitted in November of the previous academic year.
- Projects that emphasize scholarly research should have value not only to the individual, but should ensure an advance in knowledge in the field, and should have potential for scholarly publication.
- Projects that emphasize artistic creativity such as painting, sculpture, musical composition, writing of poetry, drama or fiction, or similar endeavors, should have a reasonably direct relation to the person's discipline and be subject to evaluative norms of the profession.

- Projects that emphasize professional development should clearly show promise of improved performance in one's teaching and/or professional responsibilities.
- Projects that emphasize community service may be considered, where such projects would be of exceptional value to the individual's professional responsibilities, or to the university, or to the broader community.

RESOURCES

The proposed project should demonstrate a reasonable expectation of completion or substantial progress. The applicant should give evidence of the following:

- The proper prerequisites to carry out the project.
- The resources that are necessary for successful completion. Such resources may include research materials, library collections, laboratory facilities, computer facilities, etc.
- The necessary approval and support of the host institution for work to be undertaken at another institution. Explain in detail the resources and facilities offered by the host institution.

PROCEDURE

Check the Faculty Handbook for eligibility.

Consult with department chairperson for planning and evaluation of the proposed project so that the completed application is submitted to the Research Committee by November 15.

FORMAT

Proposals should be submitted according to the following format:

- The format is intended to provide the committee with the information necessary for evaluation. It is important that the applicant provide complete and specific information about the project itself, its importance to the applicant's professional life, and its value to the university.
- The proposal should use language appropriate to the discipline, but should also use language that clearly communicates to the committee the subject matter, the plan, and the methods involved.
- Failure to follow these guidelines and timetable will result in non-review of the application.
- An original and 6 copies are required.

REVIEW

If the applicant has not followed the guidelines approved by the faculty, or does not follow the timetable specified in the Faculty Handbook, the application will not be further considered.

If, after first review, the application is deemed to have merit, but is judged by the committee to be deficient in some area, the applicant may be asked to submit additional data for reconsideration.

PROPOSAL

The proposal should be presented in a manner so that persons not acquainted with the field could understand and evaluate the project. Please include the following information:

1. Name
2. Date
3. Department
4. Rank
5. Date of initial appointment and date of tenure
6. Date of prior sabbatical (Append a copy of prior sabbatical, pre-tenure and research leave reports).
7. Period of proposed sabbatical.
8. Title of sabbatical project.
9. Short project summary (Indicate focus of project: research, teaching, professional development, community service.)
10. Benefit of the project to the university.
11. Detailed description of proposed project. Indicate resources necessary for completion and any related work already done.
12. Relevant bibliography
13. Comments.
14. IRB review, if applicable
15. Curriculum Vitae (The curriculum vitae should reflect applicant's record of teaching, research, and service.)
16. Letters of recommendation from Department Chair (see attached for recommendation guidelines.)

REPORTING REQUIREMENT

Final report is due six months following the end of the sabbatical leave.

Final report is sent to Faculty Research Committee Administrative Liaison, CNS 300.

Copies of final report are sent to Academic Vice President, applicant's Dean and applicant's Chair.

FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE
LETTERS OF RECOMMENDATION GUIDELINES

The letters must:

- Explain to the Faculty Research Committee the significance of the applicant's research and its relevance to the purposes of the department/program area.
- Document the applicant's previous analytical or creative research activity
- Mention the contributions the applicant is likely to make to the department/program area through scholarly publications and teaching, and
- Support the applicant's reasonable expectations that the proposed work will be completed as stated in the proposal.
- Indicate how the department will cover the applicant's teaching while on sabbatical.

The Department Chair's letter must be able to support the applicant's candidacy in language that is comprehensible to the Faculty Research Committee members who come from various disciplines.

AC: 05/15/1989
AC: 11/03/2003
AC: 03/01/2004
AC: 09/11/2006
AC: 04/30/2007

Appendix 7:

Pre-Tenure Research Leave Program – Application Guidelines

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE GUIDELINES FOR PRE-TENURE RESEARCH LEAVE</p>

INTRODUCTION

The Faculty Research Committee invites applications from untenured, tenure-track faculty, for Pre-Tenure research leaves. The leave will be for one semester of the third or fourth year, at full pay. The award may not be used for work connected to the completion of doctoral studies. The semester will count toward the normal probationary period for tenure. The leave must be completed before the academic year in which the faculty member applies for tenure.

PURPOSE

The pre-tenure leave affords the untenured faculty member a release from normal teaching duties in order to pursue activities that will be beneficial to the faculty member's long term plans for research and scholarly activity, including, but not restricted to, intensive research, writing in one's field or artistic creativity.

DEADLINE FOR APPLICATION

The deadlines are generally November 1 (for the applicant), November 7 (for the Department Chair), November 15 (for the Dean) and published each year by the Research Committee. Applicants must submit their completed proposal and 6 additional copies to the Department Chair. The Department Chair must submit his/her letter of recommendation and the proposal to the Dean. The Dean must submit his/her recommendation, the Department Chair's recommendation, the original proposal and 6 copies to CNS 300 c/o the Chair, Faculty Research Committee.

CONDITIONS FOR ELIGIBILITY

- All untenured, tenure-track faculty in their second or third consecutive year of full-time teaching at Fairfield University are eligible to apply for the research leave.
- Projects that emphasize scholarly research should have value not only to the individual, but should ensure an advance in knowledge in the field, and should have potential for scholarly publication.
- Projects that emphasize artistic creativity such as painting, sculpture, musical composition or performance, writing of poetry, drama or fiction, or similar endeavors, should have a direct relation to the person's discipline and be subject to evaluative norms of the profession.

RESOURCES

The proposed project should demonstrate a reasonable expectation of completion or substantial progress. The applicant should give evidence of the following:

- The proper prerequisites to carry out the project
- The resources that are necessary for successful completion of the project
- Such resources may include research materials, library collections, laboratory facilities, computer facilities, etc.
- The necessary approval and support of the host institution for work to be undertaken at another institution (explain in detail the resources and facilities offered by the host institution).

PROCEDURE :

1. Prospective applicants should inform the Department Chair of their intention to apply for a Pre-Tenure research leave as soon as possible. Applications for this award must be made by the deadline printed above of the second or third year of full-time teaching at Fairfield, for leave during either the fall or spring semester of the third or fourth year.

2. Application for a Pre-Tenure research leave is made by submission of a proposal to the Faculty Research Committee by the deadlines listed above.

3. The Research Committee will review the applications and make recommendations to the Academic Vice-President.

4. In the event that there are more qualified applicants than it is possible to allow pre-tenure leaves in any particular year, preference will be given to those applying in their third year for a leave in their fourth year.

5. Ten semesters of active service at Fairfield University must elapse after completion of a pre-tenure research leave before the faculty member is eligible for their first sabbatical leave.

FORMAT

Proposals should be submitted according to the following format:

- The format is intended to provide the committee with the information necessary for evaluation. It is important that the applicant provide complete and specific information about the project itself, its importance to the applicant's professional life, and its value to the university.
- The proposal should use language appropriate to the discipline, but should also use language that clearly communicates to the committee the subject matter, the plan, and the methods involved.
- Failure to follow these guidelines or timetable will result in non-review of the application.
- An original and 6 copies are required.

PROPOSAL :

The proposal should be presented in a manner so that persons not acquainted with the field could understand and evaluate the project. Please include the following information:

1. Name
2. Date
3. Department
4. Rank
5. Date of initial appointment
6. Year of proposed research leave, and preferred semester
7. Title of project
8. Short summary
9. Detailed description of proposed project (indicate resources necessary for completion and any related work already done)
10. Benefit of the project to the university
11. Relevant bibliography
12. Additional Comments
13. IRB review, if applicable
14. Curriculum vitae (the curriculum vitae should reflect the applicant's record of teaching, research, and service).
15. Letters of recommendation from Department Chair and Dean (see attached for recommendation guidelines)

REPORTING REQUIREMENT

Final report is due six months following the end of the pre-tenure research leave.

Final report is sent to the Faculty Research Committee Administrative Liaison, CNS 300.

Copies of final report are sent to the Academic Vice President, the applicant's Dean, and the applicant's Department Chair.

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE LETTERS OF RECOMMENDATION GUIDELINES</p>

The letter must:

- Explain to the Faculty Research Committee the significance of the applicant's research and its relevance to the purposes of the department/program area,
- Document the applicant's previous analytical or creative research activity,
- Mention the contributions the applicant is likely to make to the department/program area through scholarly publications and teaching, and
- Support the applicant's reasonable expectations that the proposed work will be completed as stated in the proposal.

The Department Chair's letter must be able to support the applicant's candidacy in language that is comprehensible to the Faculty Research Committee members who come from various disciplines.

AC: 11/13/1995
AC: 11/03/2003
AC: 03/06/2006
AC: 09/11/2006
AC: 04/30/2007

Appendix 8:
Summer Research Stipend - Application Guidelines

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE Guidelines for Summer Research Stipends</p>
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INTRODUCTION

The Faculty Research Committee invites applications from tenured and tenure-track faculty from all academic disciplines for a Summer Research Stipend. The program will fund grants of \$3,500 each.

PURPOSE

The purpose of the Summer Research Stipends Program is to support tenure-track or tenured faculty members during the summer for a concentrated period of research and writing

DEADLINE FOR APPLICATIONS

The deadline is generally January 20. Applicants must submit their completed proposal and 6 additional copies to CNS 300 c/o the chair of the Faculty Research Committee by 4:30 p.m. on the deadline announced. It is the candidate's responsibility to submit completed applications by the due date and time at the appropriate office.

CONDITIONS OF ELIGIBILITY

- All tenure-track or tenured faculty are eligible for the summer research stipends.
- Awards will be made on the following conditions:
 - professors approved for Summer Research Stipends must teach no more than one summer session course or engage in more than the normal (academic year) one-day-per-week consultative activities during the period from May 30 to August 30;
 - professors approved for Summer Research Stipends cannot have duplicate funding that pays for time for the same or a similar project;
- Projects that involve human subjects must be approved by the Institutional Review Board; and the applicant must have filed all required reports on prior committee research grants, summer stipends, and sabbaticals.
- Applications from faculty falling into the following four categories will be considered only if there is not a sufficient number of high quality applications: faculty members (1) who held Summer Research Stipends during the previous summer's period, or (2) who were approved for a sabbatical leave, (3) who were approved for a pre-tenure research leave, or (4) who received the Robert Wall Award for the two academic years contiguous with that summer.
- Members of the Faculty Research Committee are not eligible to apply during their term in order to avoid conflict of interest.

PROPOSAL

Information required in the application is described below. The proposal should be presented in a manner so that persons not acquainted with the field could understand and evaluate the project. The completed application should be sent to CNS 300 c/o the Chair of the Faculty Research Committee.

1. Name
2. Date
3. Department
4. Title of project
5. A Statement of the research problem (or scholarly project) and its importance. The general nature of the problem should be described, as well as the manner of its investigation. The importance of the problem should be discussed, and its relevance to the investigator's long-term research plans explained. A brief description of related work by the applicant should also be included.
6. Plan or Procedure. The tasks to be performed should be described and the expected results should be outlined in detail.
7. Resources. If access to special facilities or resources is necessary, please discuss how this will be provided (special library collections, computer services, instrumentation, etc.).
8. Relevant Bibliography
9. Previous Research Support. If the applicant is receiving research funding in the current academic year or has received research funding for the previous two academic years from internal university sources or from external corporate, foundation, or governmental sources, these should be briefly listed, including the amount of the funding. If any funding requests are pending, these should also be listed.
10. Copies of most recent report(s) from each of the following categories: Sabbatical, Pre-Tenure research leave, Senior Summer Fellowship, Research Grant, and/or Summer Research Stipend.
11. Comments
12. IRB Review, if applicable
13. Curriculum Vitae. (the curriculum vitae should reflect the applicant's record of teaching, research, and service)

REVIEW AND EVALUATION

Applications are reviewed by the Faculty Research Committee. When the Committee members do not deem themselves qualified to judge the merit of a proposal, consultation with other educators may be undertaken. **When ranking two or more proposals of equal merit, the Faculty Research Committee will privilege the applicant who has not received previous funding.** Decisions of the Research Committee shall be final.

ANNOUNCEMENT OF AWARDS

Although stipends shall be announced to the academic community, the members of the Committee will consider the names and applications of those who have been denied to be confidential information. Awards for Summer Research Stipends will be announced on or about February 15.

REPORTING REQUIREMENT

Final report is due March 1, following receipt of the award.

Final report is sent to Faculty Research Committee Administrative Liaison, CNS 300.

Subsequent updates on the published disposition of the research are sent to Faculty Research Committee Administrative Liaison, CNS 300.

AC: 02/12/2001
AC: 11/03/2003
AC: 09/11/2006
AC: 04/30/2007
AC: 04/28/2008

Appendix 9:
Research Grants - Application Guidelines

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE GUIDELINES FOR RESEARCH GRANT</p>
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INTRODUCTION

The Faculty Research Committee invites applications from tenure-track and tenured faculty in all academic disciplines for research grants.

PURPOSE

The purpose of the Research Grants is to encourage and assist research and scholarly work of all tenure-track or tenured faculty. The maximum grant amount is \$1,000.

DEADLINE FOR APPLICATIONS

The deadline is generally March 1. Applicants must submit their completed proposal and 6 additional copies to CNS 300 c/o the chair of the Faculty Research Committee by 4:30 p.m. on the deadline announced. It is the candidate's responsibility to submit completed applications by the due date and time at the appropriate office.

CONDITIONS OF ELIGIBILITY

- Proposals in all academic areas will be considered.
- Special consideration will be given to work in areas where the researcher has not received previous financial support and in disciplines where outside support is limited.
- Where possible, results from initial work supported by University funds should be used as a basis for seeking outside support of future work, in cooperation with the Grants Office.
- All materials acquired with grant funds become the property of the University.
- Members of the Faculty Research Committee are not eligible to apply during their term in order to avoid conflict of interest.
- Projects that involve human subjects must be approved by the Institutional Review Board.

PROPOSALS

Information required in the application is listed below. The proposal should be presented in a manner so that persons not acquainted with the field could understand and evaluate the project. The completed application should be sent to CNS 300 c/o the Chair of the Faculty Research Committee

1. Name
2. Date
3. Department
4. Title of Project.

5. Purpose and significance of identified area needing funding
6. Plan to accomplish above stated purpose
7. Related work by applicant.
8. Relevant bibliography
9. Previous research support. If the applicant has received previous research funding (grants, etc.), these should be briefly listed, including the amount of the funding. If any funding requests are pending, these should also be listed.
10. Copies of most recent report(s) from each of the following categories: Sabbatical, Pre-Tenure Research leave, Senior Summer Fellowship, Research Grant, and/or Summer Research Stipend.
11. Detailed, itemized budget.
12. Comments.
13. Curriculum Vitae (the curriculum vitae should reflect the applicant's record of teaching, research, and service).

REVIEW AND EVALUATION

Applications are reviewed by the Faculty Research Committee. When the Committee members do not deem themselves qualified to judge the merit of a proposal, consultation with other educators may be undertaken. **When ranking two or more proposals of equal merit, the Faculty Research Committee will privilege the applicant who has not received previous funding.** Decisions of the Research Committee shall be final.

ANNOUNCEMENT OF AWARDS

Although grants made shall be announced to the academic community, the members of the Committee will consider the names and applications of those who have been denied to be confidential information. Notification of the Committee's decision is generally made within a month after the application deadline.

REPORTING REQUIREMENT

Funds can be encumbered for a period of eighteen months after the grant date; however, a brief progress report is expected six months after the grant has been made.

Final report is due at the completion of the project, or after a maximum of two years, whichever is sooner.

Final report is sent to Faculty Research Committee Administrative Liaison, CNS 300 and to the Academic Vice President.

A financial report itemizing spending should accompany the final report.

A statement acknowledging the support of Fairfield University should be included in any publication resulting from such support to be worded in accordance with the procedure of the publisher involved.

GUIDELINES CONCERNING RESEARCH GRANTS

A. Assistance will normally be given on the basis of the merit of the proposal and funds available to assist in defraying costs of the following:

1. Services, equipment, travel, or supplies considered necessary or beneficial for the pursuit of investigations. Examples include:

- Microfilm or other reproduction of source materials.
- Reasonable travel to libraries or other sources of data. (New York City and New Haven are not included.)
- Equipment and/or supplies, and software.
- Data collection or other appropriate work by students or technical assistants where payment is a necessity (this does not include payment to such assistants for their research or creative efforts).
- Data processing.

2. Preparation of an application for outside support of a project when secretarial help, etc., are not available through normal University channels.

B. Normally, the Research Committee will not consider support in the following areas, although the University may wish to support them (or already does) through other means and channels (inquiries should be made to the Academic Vice President for action or referral where alternate procedure is not clear):

- Research and/or manuscript preparation which is directed toward an advanced degree.
- Attendance or presentations at conventions, conferences, group meetings, etc.
- Classroom notes. (However, after use has made it clear that these notes have begun to take the form of a text, which may be of interest to a publisher, consideration can be given. The problem of royalties in such cases is a complicating factor that may have to be considered.)
- Actual publication costs in a scholarly journal.
- Research previously conducted.

AC: 10/04/1993

AC: 11/03/2003

AC: 09/11/2006

AC: 04/30/2007

Appendix 10:
Guidelines for Senior Summer Fellowship

<p style="text-align: center;">FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE GUIDELINES FOR SENIOR SUMMER FELLOWSHIP</p>
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INTRODUCTION

The Faculty Research Committee invites applications from all academic disciplines for a Senior Summer Fellowship from tenured faculty who hold the rank of either associate or full professor. One award of \$7,000 will be made per year.

PURPOSE

The purpose of the Senior Summer Fellowship is to allow faculty to pursue advanced work and make a significant contribution to thought and knowledge in her/his respective discipline.

The Fellowship supports creative projects and research activities that can be completed during the summer of the award. The project/activities may be part of a larger research agenda.

It is usually expected that the Fellowship will result in juried performances or peer reviewed publications.

DEADLINE FOR APPLICATIONS

The deadline is generally November 1. Applicants must submit their completed proposals and 6 additional copies to CNS 300 c/o the chair of the Faculty Research Committee by 4:30 p.m. on the deadline announced. It is the candidate's responsibility to submit completed applications by the due date and time at the appropriate office.

CONDITIONS OF ELIGIBILITY

- The applicant must be a tenured associate or full professor.
- The applicant must be recommended by the Department Chair. Department Chairs who wish to apply should seek a letter of recommendation from a senior colleague.
- The applicant must devote two consecutive and uninterrupted months to full-time research or artistic work, and may not hold other major external fellowships or grants during the summer of the award.
- Recipients are not eligible to teach during their award period.
- Members of the Faculty Research Committee are not eligible to apply during their term in order to avoid conflict of interest.
- Faculty members approved for sabbatical leave or who receive the Robert Wall Award will not be eligible for a Senior Summer Fellowship for either summer contiguous to the academic year of the sabbatical leave.
- Projects that involve human subjects must be approved by the Institutional Review Board.

PROPOSALS

Information required in the application is described below. A proposal should be presented in a manner so that persons not acquainted with the field could understand and evaluate the project. The completed application should be sent to CNS 300 c/o the Chair of the Faculty Research Committee.

1. Name
2. Date
3. Department
4. Rank
5. Date of initial appointment and date of tenure
6. Title of proposed project
7. Dates for undertaking the work
8. A statement of the research or creative project and its importance. The nature of the project should be described, as well as the manner of its investigation. The importance of the project to the applicant's discipline should be briefly discussed, and its relevance to the applicant's long-term research or creative plans explained.
9. Detailed description of proposed project (indicate resources necessary for completion and any related work already done.)
10. Relevant bibliography
11. Copies of most recent report(s) from each of the following categories: Sabbatical Pre-Tenure research leave, Research Grant and/or Summer Research Stipend.
12. IRB review, if applicable
13. Resources. If access to special facilities or resources is necessary, please discuss how this will be provided (special library collections, computer services, instrumentation, etc.).
14. Curriculum Vitae (the curriculum vitae should reflect the applicant's record of teaching, research, and service).
15. Letter of recommendation. A letter of recommendation from the applicant's Department Chair (see attached for recommendation guidelines).

ANNOUNCEMENT OF THE AWARD

The recipient of the Senior Summer Fellowship will be announced by the end of the Fall semester.

REPORTING REQUIREMENT

Final report is due March 1 following the summer of the award.

Final report is sent to Faculty Research Committee Administrative Liaison, CNS 300

Copies of final report are sent to Academic Vice President and the applicant's Department Chair.

**FAIRFIELD UNIVERSITY FACULTY RESEARCH COMMITTEE
LETTERS OF RECOMMENDATION GUIDELINES**

The letter must:

- Explain to the Faculty Research Committee the significance of the applicant's research and its relevance to the purposes of the department/program area,
- Document the applicant's previous analytical or creative research activity,
- Mention the contributions the applicant is likely to make to the department/program area through scholarly publications and teaching, and
- Support the applicant's reasonable expectations that the proposed work will be completed as stated in the proposal.

The Department Chair's letter must be able to support the applicant's candidacy in language that is comprehensible to the Faculty Research Committee members who come from various disciplines.

AC: 09/11/2006

AC: 04/30/2007

AC: 04/28/2008

Appendix 11:
Guiding Principles and Procedural Guidelines for Faculty
Compensation

Guiding Principles for Faculty Compensation at Fairfield University Universal Principles for Merit Plans

The committee expects that plans will conform to these principles for use by 2005 and that a committee with faculty representation will review the plans and report to the Academic Vice President. Before 2005, applications for merit will be reviewed according to the school's current merit plan.

- 1. There must be consistency between the plans and the mission, goals and objectives of the university.**
 - a. All plans must make effective teaching a criterion for determining sustained merit. Each plan must state clearly that effective teaching and mentoring are fundamental promises we make to our students. Plans must include submission and evaluation of evidence of teaching effectiveness.
 - b. The University, schools, and departments should be encouraged to develop increasingly useful instruments for evaluation of effective teaching.
- 2. The merit review process should be distinct from the rank and tenure review process.**
 - a. Whereas rank and tenure evaluations necessarily insist on strong contributions in all areas, annual reviews may recognize and reward distinct strengths and contributions.
 - b. Whereas the *Faculty Handbook* does not spell out the particular importance of various forms of teaching, research, and especially service in the various schools, the merit plans may well seek to do so and encourage faculty members to make contributions in these areas.
 - c. The standards and criteria for tenure and promotion in the *Faculty Handbook* and the standards and criteria stated in the various school plans must correlate.
 - d. All plans need to incorporate criteria addressing the three areas of teaching, scholarship, and service into their plans.
 - e. Annual merit reviews must be dependent on submission of an annual report addressing each school's criteria for merit.
- 3. Each plan should have a three level system of merit: 1) no merit, 2) sustained merit, and 3) additional merit.**
 - a. In all plans, sustained merit must be a prerequisite for being considered for additional merit.
 - b. Those who have earned sustained merit will receive a fixed percentage of their salary or of the mean of the rank whichever is higher. This percent will be consistent across the university to be added to their base salary.
 - c. The concept of sustained merit is an appropriate minimum for every faculty member who is meeting the explicit written criteria for all faculty in that department or school or college. This should be a minimum standard and be a common percentage across all schools.

- d. Appropriate distribution of funds in the system should be discussed among the AVP, deans, and the Faculty Salary Committee.
 - e. For merit plans to be effective, the committee considers that sustained merit should reasonably allow faculty members to retain or increase buying power over the years. In time periods where increases cannot exceed cost of living, serious consideration should be given to judging only for sustained merit.
 - f. Plans should have at least two levels of application review. Deans and faculty should work collaboratively to determine an appropriate procedure to present merit recommendations to the Dean.
- 4. Criteria for each level of merit should be developed by faculty, as charged by the Board of Trustees, in terms that are concrete and observable to insure that the process is as clear and transparent as possible.**
- a. Plans must avoid arbitrary distribution of awards.
 - b. Qualifying criteria for merit may differ in details for different schools.
 - c. Chairs and deans should acknowledge that individual faculty members have the potential to make distinct contributions.
 - d. In addition to considering teaching and scholarship, schools should consider various necessary activities such as community outreach, internship supervision, adjunct supervision, professional accreditation and assessment as part of the possible criteria for merit review.
 - e. The plans should take a holistic view of their areas and encourage each faculty member to contribute to the larger goals of the department, school and university. For example, a faculty member might be particularly strong in mentoring and advising. That faculty member might be encouraged to take on a greater number of advisees as a way of making a significant contribution to the goals of the department. In this way, merit reviews might help chairs and deans allocate the needed workload of the department or school as well as building on the strengths of each faculty member.
- 5. All school plans should be seen as works in progress, "living documents" that should be evaluated periodically and revised by faculty in accordance with these principles.**
- a. Deans and faculty should be open to new ideas and share them with colleagues.
 - b. Best practices from other schools might be examined.
 - c. One-year, two-year or even three-year "moving window" evaluations are all reasonable topics for discussion and debate within the schools.
 - d. Plans should be reviewed by a committee composed of representatives from faculty and administration to insure conformity to these principles, before the 2005 implementation date.
- 6. The plans should consider the formative and planning possibilities of merit reviews.**
- a. Although plans should certainly include a review of the accomplishments of the previous time period, the most effective

merit plans will set individual and collective goals and objectives for the future which can then be evaluated by the department chair and/or dean in consultation with the faculty member.

- b. By stressing a formative as well as evaluative methodology, merit plans will minimize punitive evaluations of work not done, and increase opportunities to explore and encourage faculty contributions related to the expertise and interests of the individual faculty member.

7. Appropriate feedback is an important component of a merit review and should be provided by the department chair or dean.

8. There should be a fair and appropriate process for appeals. (i.e. Appeals Committee with faculty representation, Ombudsperson, etc.)

Respectfully submitted by the Academic Council Ad-Hoc Committee on Guiding Principles and Procedural Guidelines for Faculty Compensation.

Members: Margaret Deignan, Joe Dennin, Paula Gill Lopez (Chair), Phil Greiner, Orin Grossman, Walt Hlawitschka, Timothy Law Snyder, Kraig Steffen, Maggie Wills

AC: 06/30/2004
GF: 09/17/2004

Appendix 12:
Guidelines for Faculty Annual Merit Review and Self-Evaluation

Guidelines for Faculty Annual Merit Review and Self-Evaluation

Faculty members will take part in annual merit evaluation and self-assessment by writing three short essays, one each on teaching, scholarly and/or creative activities, and service. The essays should inspire reflection on the year's achievements and suggest areas for improvement. Schools or curriculum areas may request that evidence be appended to the essays, e.g., teaching evaluations, new pedagogical materials or reprints of published work. The essays and appended materials will constitute the application for merit pay increases. In addition, faculty members will receive qualitative feedback on their performance from their chairs, program area directors, or a duly constituted committee.

This document describes the process and provides guidelines for writing the essays. There will be three potential levels of merit: "standard" and two levels beyond this (called "additional" and "extraordinary"). Whether merit is actually awarded in a given year will depend on budget considerations, but the yearly assessment should be done regardless of the status of the budget. Below you will find an overview of what might constitute standard, additional and extraordinary merit in the three categories of teaching, scholarship/creative activity, and service, and additional detail on how to submit the assessments.

Standard Merit

Standard merit is a threshold that the great majority of faculty should be able to achieve annually. Because Fairfield University recognizes that **effective teaching is critical to our mission and a fundamental promise that we make to our students**, each faculty member must make a case for teaching effectiveness. In addition to demonstrating professional and quality engagement with teaching, the standard merit threshold requires a positive professional contribution in scholarly/creative activity or service. The evaluation period for standard merit is the calendar year.

Further Merit

Further merit is characterized by two levels, additional merit, and extraordinary merit. The differentiation among the levels is determined by the standards of the curriculum area according to the quality, impact, prestige, reach, difficulty, and/or rarity of the accomplishments. The lists below reflect some examples that distinguish among standard, additional, and extraordinary merit. These are not checklists but guides. The emphasis should be on the positive, professional contribution the faculty member has made through the activity.

The evaluation period for further merit includes all calendar years since further merit was funded by the salary pool.

The lists below indicate the types of achievements and activities appropriate to each level of merit. As stated above, Standard Merit requires sufficient achievements or activities in teaching and one other area. To earn Additional Merit, the faculty member must demonstrate achievements at the Additional level in two areas and the Standard level in the third area. Extraordinary Merit requires achievements at the Extraordinary level in one area and at the Additional level in the other two areas.

The Application: Essays on Teaching, Scholarly/Creative Activity, and Service

There is a single application for all three levels of merit. It will comprise three short essays (or annotated lists) in the areas of teaching, scholarly/creative activity, and service (though only achievements in teaching and one other area are required for the standard merit threshold). Schools or curriculum areas may request appended information that supports the essays. If the faculty member has no activities or achievements to discuss regarding either service or scholarly/creative pursuits, that essay should be devoted to plans for that area. Candidates should have flexibility in making their case, and the arguments should be primarily qualitative because they are meant to inspire reflection. Each essay should be focused and concise, no more than 250 words or one double-spaced page. Each essay should discuss important highlights in that particular area and not be a detailed list of every activity. In years when there is further merit, the faculty member will specify the level of merit for which he or she is applying.

Below are some guidelines for what could be included in the three essays. The examples listed are not intended to be exhaustive or used as checklists; rather, they are illustrations of typical or common activities in the three areas. Within each area, activities that qualify a faculty member for a higher level include qualification for any lower level.

Note that the relative importance of the three areas within the review is reflected by their ordering. That is, consistent with the norms of the profession and the mission of the university, teaching is the most important thing we do, followed by scholarly/creative accomplishments, and then by service. However, individuals may emphasize different areas at different points in their professional lives.

The structures above reflect campus-wide values for teaching, scholarship and service in order to achieve standard merit. However, schools and curriculum areas differ in their disciplinary approaches to pedagogy and scholarship, accreditation requirements, and even service needs based on the size of the school. These differences may have an impact on the determination of merit through

the addition of items in the bulleted examples below and through the merit review process itself.

Examples of Activities in Support of Merit

Teaching:

Teaching includes curriculum design and review, classroom instruction, quality advising, clinical/practicum supervision, close work with students outside the classroom, assessment of learning outcomes, and work that contributes to the improvement of teaching at the university. **To qualify for standard merit in teaching, the faculty member must fulfill the relevant duties specified in the Handbook and provide evidence of active engagement in quality teaching.** These duties include: preparing, administering and grading exams; directing, grading and discussing papers and projects; submitting grades in a timely manner; maintaining office hours; and beginning and ending classes on time (*Handbook*, sections C.1.a, b, c, and d).

Besides meeting these basic professional responsibilities, the faculty member must make the case for being actively engaged in quality teaching. The member should have teaching evaluations that support the case for teaching effectiveness, and the lists below contain some of the additional standard ways to demonstrate teaching effectiveness. The essay and supporting materials are not limited to these activities, and **should emphasize how the activity contributes in a positive way to teaching in the department or program and at the university.** Finally, where teaching evaluations are relatively weak, the essay should include explanations and plans for addressing any weaknesses.

Teaching effectiveness and contributions in the area of teaching should comprise the most significant part of any annual review.

Typical activities that, done well, might demonstrate achievement of Standard Merit:

- Consistently strong teaching evaluations (benchmarked by discipline, course level, and other considerations).
- Developing a new course or substantially revamping an existing course to meet program or university goals.
- Teaching a course that is significantly more labor intensive than a typical course in the curriculum area.
- Supervising an intensive student learning experience outside the traditional classroom (e.g., independent research, clinical/practicum supervision).
- Serving as the director of a master's thesis or project.
- Incorporating ideas from the Center for Academic Excellence or other pedagogical workshops into teaching.
- Above average student advisement load.

- Other activities that contribute significantly to effective teaching.

Activities that, done well, might demonstrate achievement of Additional Merit:

- Consistently very strong teaching evaluations (benchmarked by discipline, course level, and other considerations).
- Participating in peer review with colleagues in other departments or significant mentoring of others' teaching.
- Innovative advising and/or unusually heavy advising load.
- Directing student research teams.
- Teaching that contributes to institutional initiatives (e.g., team teaching, interdisciplinary teaching, cluster course teaching, service-learning, or teaching in conjunction with a residential learning community).
- Developing and/or maintaining clinical or other placement sites.
- Contributing substantially to a program self-study, or academic assessment or accreditation activity in a curriculum area.
- Other comparable achievements that contribute significantly to effective teaching.

Activities that, done well, might demonstrate achievement of Extraordinary Merit:

- Consistently superior teaching evaluations (benchmarked by discipline, course level, and other considerations).
- Contributing significantly to the institutional culture of reflective practice and peer review of teaching.
- Significant mentoring or unusually intensive work with students outside class or beyond the usual teaching load.
- Leading a program self-study, or academic assessment or accreditation activity in a curriculum area.
- Receiving a teaching award.
- Other comparable achievements that contribute significantly to effective teaching.

Scholarly/Creative Activity:

It is the responsibility of all professional scholars to participate in their academic communities, through innovation, application, and dissemination of scholarly work. The *Handbook* specifies forms of participation in the scholarly and professional community, namely: "Involvement in scholarly research or other professionally recognized creative activities; active participation in professional societies and educational organizations; and keeping abreast of current developments in one's field" (*Handbook*, sections C.1.h, j, and k). The lists below contain some of the standard ways to demonstrate this active participation. Again, the essay is not limited to the activities listed below and should **emphasize how each activity makes a positive professional contribution and enhances the university.**

Evidence of and commentary on scholarly and creative contributions to one's field should comprise a significant portion of any annual review.

Typical activities that, done well, might demonstrate achievement of Standard Merit:

- Contributing in peer reviewed publications or creative works relevant to one's discipline or field.
- Presenting at a professional conference or meeting.
- Serving on a panel, roundtable, or special session at a professional meeting.
- Serving as a reviewer for a scholarly journal or professional society.
- Participating regularly in an ongoing scholarly or professional seminar.
- Serving as a reviewer of a tenure application at another institution.
- Communicating academic findings or contributing one's academic expertise to public dialogue through publishing, presenting, media commentary, or task force participation.
- Maintaining clinical licensure or certification relevant to one's professional program.
- Other significant activities that demonstrate contributions to the candidate's discipline or field.

Activities that, done well, might demonstrate achievement of Additional Merit:

- Publishing a peer-reviewed article in a mid- to top-level journal, chapter, or equivalent in exhibit or performance
- Leading a scholarly or professional workshop or seminar.
- Organizing a significant panel or program for a professional meeting or for a public forum for which one's academic expertise is needed.
- Giving a notable invited address or similarly notable exhibit.
- Making a scholarly contribution to the professional organization.
- Serving on the editorial board of a peer-review journal or publication series.
- Procuring external funding for one's research.
- Preparing and submitting a well-reviewed, but unfunded, major external grant proposal.
- Other comparable achievements that demonstrate scholarly/creative contributions to one's field.

Activities that, done well, might demonstrate achievement of Extraordinary Merit:

- Publishing a book that has been subject to some form of peer review, article in a top-tier journal or equivalent in exhibit or performance.

- Giving a major invited address or keynote at a major meeting.
- Planning and leading the program for a major scholarly meeting.
- Receiving a major grant from an outside funding source.
- Serving as editor of a peer-review journal or publication series.
- Receiving an award for research or similar recognition from one's academic peers.
- Other comparable achievements that demonstrate scholarly/creative contributions to one's field.

Service:

Service to the institution, at the level of departments, schools, or the university, is a vital aspect of our professional responsibility. The *Handbook* specifies basic forms of service to the institution namely, "Attendance at and participation in general faculty and curriculum area meetings; attendance at commencement, convocations and other functions at which the Academic Vice President may request attendance; and service on, and cooperation with, University and curriculum area committees" (*Handbook*, sections C.1.e, f, and g). Besides fulfilling these basic obligations, faculty members who want to qualify for merit in this area must demonstrate active participation in shared governance and promoting the well-being of the institution.

The lists below contain some of the standard ways to demonstrate active membership in the life of the university and/or the profession. Again, the essay is not limited to these activities and should **emphasize how the activity makes a positive contribution to the institution and/or the profession.**

Typical activities that, done well, might demonstrate achievement of Standard Merit:

- Actively serving on university, school, or department committees.
- Service to a professional organization.
- Organizing campus events.
- Ongoing volunteer community service that fits the mission of the university.
- Actively participating in recruitment, admission, and retention of students.
- Other activities that contribute significantly to the university or the profession.

Activities that, done well, might demonstrate achievement of Additional Merit:

- Chairing a department or directing a program.
- Serving the department, school, university and/or the profession in a significant way through participation on committees.
- Holding and fulfilling the responsibilities of a formal office in a professional association.

- Contributing substantially to the non-academic elements of an accreditation activity.
- Significant participation in the admissions process (e.g., reviewing applications, interviewing applicants, and contributing to the admission decision).
- Participating on a major university or school task force or equivalent.
- Other comparable achievements that demonstrate service to the institution and/or profession.

Activities that, done well, might demonstrate achievement of Extraordinary Merit:

- Providing major leadership to faculty and shared governance or making a particularly significant contribution through committee leadership.
- Providing leadership for a major university initiative.
- Holding a major leadership position in a professional organization.
- Leading the non-academic elements of an accreditation activity.
- Receiving a major service award from the university, professional society, or civic body.
- Other comparable achievements that demonstrate service to the institution and/or profession.

Support for any activity in the form of a course release, a university or school stipend, or other university funding for the work should be disclosed in the essays. Significant remuneration for an activity may be considered by the curriculum area head or merit committee to reduce the impact of the activity in the merit review.

Application Process Guidelines:

- The lists are not intended to be checklists but rather used as guides for faculty members to contemplate and present their significant accomplishments for the year. Schools and departments may expand upon items in the various lists and/or add to the lists those items appropriate to their disciplines and should maintain and distribute the revised list. However, because these lists reflect the activities that the institution as a whole values, schools or departments may not remove any items, although some items may receive greater or lesser emphasis consistent with disciplinary distinctions or programmatic and curricular goals.
- In applications, the emphasis should be on the quality of the work and how it reflects the faculty member's productive engagement with his or her department, school, university or profession.
- Because they are already extensively reviewed each year and they should be focused on longer-term, rather than annual,

goals, untenured, tenure-track faculty members automatically qualify for standard merit in their first three years as long as their contracts are renewed. In years when further merit is available, they may apply for it. In addition, the merit assessments for untenured, tenure-track faculty should recognize that they do not have as many opportunities for leadership in service as tenured faculty do.

- By a specified due date each faculty member will submit her or his application to the head of the appropriate curriculum area or a committee within the area or school. The head or committee will make a recommendation to the appropriate dean as to what level of merit the candidate qualifies for. After the dean makes a final decision, the head or committee will communicate this decision to the faculty member. Individuals (whether the head of a curriculum area or on a committee charged with making merit recommendations) may not make recommendations regarding their own merit application.
- The annual review process should be summative for the purposes of awarding merit, but also must be formative. Each faculty member should receive feedback from the appropriate administrator (department chair and/or dean) indicating areas in which the faculty member can improve as well as areas in which he/she is doing well. This feedback should include constructive ideas for how this improvement might be accomplished and consideration of the support that is available to enable those improvements.
- The role of the Deans and the Senior Vice President for Academic Affairs will be to ensure that the results of the merit process in each curriculum area are appropriate and have a reasonable degree of consistency across curriculum areas. At the same time, the assessment of these results must be cognizant of distinctions in disciplinary approaches and programmatic and curricular goals.
- An appeals process will be developed by the joint Salary Committee (FSC and administrative team) in collaboration with the Deans and SVPAA prior to the first implementation of this plan.

Distribution of Funds

If the increase in the salary pool is at or below the increase in the cost of living (CPI-U), the entire increase in the pool will go to Standard Merit. If the increase in the salary pool is above the increase in the cost of living, then the percent going to Standard Merit will be cost of living plus one quarter of the remainder of the increase in the pool. Standard Merit will be distributed to recipients as a percent of salary or of the mean of the rank, whichever is greater. Additional and Extraordinary Merit will be

distributed in such a way that each faculty member who receives Extraordinary Merit in a given year will receive the same dollar amount, and it will be twice the amount awarded to each recipient of Additional Merit.

GF: 10/23/2009

Appendix 13:
Policies for the School of Continuing Education

Policies for the School of Continuing Education:

Continuing Education Programs:

The School of Continuing Education is an academic community of Fairfield University designed to provide opportunities for lifetime learning to adults with diverse educational needs. Its commitment is to a curriculum that enhances personal growth and career development, and to a schedule which allows adults with job and civic responsibilities to pursue higher education part-time.

Academic Standards and Policies for the School of Continuing Education:

1. Admissions Policy:

a. The undergraduate degree programs of the School are designed to serve:

i. high school graduates who wish to combine gainful employment and the pursuit of a college degree;

ii. persons who desire to resume an interrupted college program on a part-time basis;

iii. persons preparing for a new career or for advanced graduate studies.

b. Non-matriculated students

i. Prospective students interested in courses for academic credit but not intending to work for a degree may register as Special Students.

ii. Prospective students not concerned with academic credit may enroll in courses as Auditors. Auditors attend class but receive no academic credit or grade.

iii. Prospective students who are unsure as to their academic plans may initially register for credit as Special Students.

c. Matriculation for degree program

After having completed 12 credit hours with at least a C average at the School, the student will be reviewed by the School for matriculation into a degree program.

i. Prospective degree students must complete an application form and submit a copy of their secondary school diploma or equivalency certificate. If the applicant has attended a post-secondary school or college, an official transcript must be sent from each institution.

ii. Although evidence of secondary school graduation or its equivalent is required, other academic entrance requirements are flexible. Criteria for admission are the applicant's seriousness of purpose and the quality of his/her academic record at Fairfield.

d. All grants of transfer credit are made on a provisional basis to applicants and become final after the student has matriculated.

i. Course credits may be awarded to applicants on the basis of standardized tests and evaluations from such groups as the American Council on Education (see further below under "Other Curricular Policies").

ii. On the evidence of transcripts submitted at the time of application, course credits will be given to students who have pursued studies in accredited colleges if these studies are equivalent in quality and content to corresponding courses offered at the University, and if the student has received a grade of at least C. Students transferring into a Bachelor's degree must complete a minimum of 60 credits at Fairfield; those transferring into the Associate's degree must complete a minimum of 30 credits at Fairfield. Credits more than 10 years old may have to be re-evaluated.

e. After matriculation, students must consult with the Dean if they wish to obtain credit for courses to be taken at another university.

2. Grades and examinations

a. The grading system for the School will be the same as that for the undergraduate schools.

b. To remain in good standing, a degree student must maintain a cumulative average of C. If his/her cumulative average falls below C in a given semester, he/she will be placed on probation during the following semester; proba-

tion will be removed if the student can raise his/her cumulative average back to a C, or 2.0, in that semester. If not, the student is liable to dismissal at the discretion of the Dean.

c. Withdrawal from a course must be made in writing no later than 2 weeks before final examinations.

d. Final examinations are required in all courses. A copy must be filed with the Dean's office. Alternatives to the traditional written exam must be approved; a memorandum explaining the alternative method of evaluation must be filed with the Dean.

3. Completion of degree program

To graduate from the School of Continuing Education the student must attain a minimum of 120 credits for a Bachelor's degree and 60 credits for the Associate of Arts, but no simple accumulation of credits is prescribed nor considered to qualify for a degree at Fairfield. Rather, the student is expected to have completed with success all the assigned courses, which constitute the curriculum of his/her choice. A Quality Point Average of 2.0 for courses taken at Fairfield University and in the major is required for graduation.

4. Other curricular policies

a. The curricula of degree-granting programs in the School of Continuing Education shall be subject to the approval of the Undergraduate Curriculum Committee.

b. Major programs in the School of Continuing Education shall be supervised by existing departments of the undergraduate faculty.

c. Nonmatriculated Students in Daytime Courses:

All special nonmatriculated students who wish to attend daytime undergraduate courses will enroll through the School of Continuing Education. These students are limited to a maximum of 3 courses per semester from the daytime schedule.

d. Translating Continuing Education Units (CEU) into College Credit:

The CEU is a nationally recognized standard of measurement used to document the type, quality and duration of non-credit course work. One CEU is equivalent to 10 class hours of participation in a qualified program. CEUs are not directly convertible to college credits. Translations of CEUs into college credit may be accomplished by the portfolio method of assessment.

e.Awarding College Credit by Outside Evaluation:

The recommendations of the American Council of Education and the Program of Noncollegiate Sponsored Instruction of the University of the State of New York are acceptable for the awarding of credit in areas compatible with the Fairfield University curriculum. The credits awarded are treated as transfer credits.

f.Awarding College Credit by Examination:

College credits may be awarded for the Subject Examinations of the College Level Examination Program if the achievement level is at or above the 50th percentile.

A second acceptable examinations battery is from the American College Testing Proficiency Examination Program provided the scores are 50 and over.

The examinations must be in areas compatible with the Fairfield University curriculum. Credits awarded are treated as transfer credits.

g.Responsibility of the School of Continuing Education:

The School of Continuing Education has authority and responsibility for institution-wide program development and delivery for adult part-time undergraduate and non-credit students. Its dean has the responsibility of insuring that creditable standards are maintained.

h.Selection and Retention of Faculty:

Faculty qualifications are determined by the appropriate departments and schools of the University.

The Dean of the School of Continuing Education has the authority to select among qualified faculty. The Dean also has responsibility for retention of faculty.

i.Curriculum:

Course proposals are approved by the appropriate curriculum area and/or school committee. Approval of interdisciplinary courses involve all concerned curriculum areas and school committees.

Changes of academic requirements, alternations of curriculum and other academic matters are processed through the normal faculty committees. The Dean of the School of Continuing Education takes part in the deliberation of these committees.

5. **Other policy clarifications**

A students with an A.A. or an A.S. degree in a "transfer curriculum" from an accredited college may be accepted with 60 credits (exclusive of remedial courses and basic skills) in transfer.

Those who have acquired a considerable body of knowledge in an area can demonstrate their competency by taking an equivalency examination or other form of assessment given or supervised by the Department or curriculum area.

The general goals of the University Core Curriculum should be preserved, but the Dean and his/her advisors should not be held to itemized requirements; each case should be interpreted and some flexibility allowed in view of the background of the student and the spirit of the Core.

The core for Bachelor of Arts or Bachelor of Science degree in the School of Continuing Education is as follows:

Humanities: Students will take 12 courses, 36 credits:
Classics (optional)

English: 2 courses required:

1 in Composition

1 in Literature

Fine Arts: 2 courses required

History: 2 courses required, of which one is in
Western Civilization

Modern Language (optional)

Philosophy: 1 courses required

Religious Studies: 1 course required

Philosophy, Religious Studies, or Applied Ethics: 1
course required

Social Sciences: Students will take 4 courses, 12 credits; at least 2 disciplines will be represented. The social sciences include:

Economics

Politics
Psychology
Sociology

Natural Sciences and Mathematics: Students will take 4 courses, 12 credits; at least 1 science and 1 math will be represented. The subjects include:

Biology
Chemistry
Physics
Mathematics

CR: 9/22/86
amended AC: 2/6/89
amended AC: 12/7/92

Appendix 14:
Four Year Honors Program

FOUR-YEAR HONORS PROGRAM

I. OBJECTIVES

The aim of this proposal is to provide a workable Honors Program that is modest in its resource requirements, can be put in place with the minimum of forward planning, and is easily modifiable as time goes on.

The overall objective of the Honors Program is to engage talented students in a challenging program of study through a carefully-crafted series of courses and seminars. The emphasis will be on seminars and the intention is that the Program will complement students' studies in both core and major, without having a negative impact upon their freedom to pursue Minors or elective courses. The following particular aims can be identified. The Program wishes to lead the students:

1. to become generally culturally literate, that is, to study the origins of the Western cultural and intellectual tradition and the main lines of its development, in the Humanities, the Arts, the social and natural sciences;
2. to be familiar with the challenges to the idea of "the Western tradition," from certain groups within Western culture, particularly from racial minorities and from feminist theory;
3. to develop a sensitivity to and acquaintance with cultures other than their own;
4. to learn to make connections between disciplines, and to ask the larger questions which transcend the boundaries of any single discipline;
5. to bring the Honors experience to bear upon the field of their chosen major at a high level of accomplishment through the completion of an independent project appropriate to the particular discipline.

II. NARRATIVE DESCRIPTION OF PROPOSED PROJECT

Entering Honors students will be selected from among those who apply for consideration, after interviews which will take place during the June Orientation for incoming freshmen. Mechanisms will be instituted which provide both for retiring those individuals from the Program, at any stage, who fail to meet the standards required, and for admitting others to the Program up to the beginning of the Sophomore year. The intention will be to accept an initial group of 25-30 freshmen, and at no point to allow the numbers in any given year to exceed 35.

In the Freshman year, Honors students will be required to take a two-semester course and an accompanying two-semester seminar on "The Western Tradition." The course will focus particularly on the evolution of philosophy, society, science and the arts. The seminar will be an intensive examination of primary sources selected from this tradition. Both course and seminar will be designed to function in tandem, though in all probability they will be taught by different individuals.

In the first semester of Sophomore year, Honors students will participate in a course or seminar which requires them to attend to the challenges to this Western tradition which have arisen from within the culture itself, principally those of racial minorities and of feminist cultural theory.

The second semester of the Sophomore year will be devoted entirely to the study of one non-Western culture, through a seminar or course led by a specialist in that culture.

The Program will continue in the Junior year with a two-semester seminar, during which students will write a substantial paper as part of the credit for the seminar. The seminar will be thematic, deliberately interdisciplinary and cross-cultural. As examples, I propose the development of seminars on the following themes, among others: The Idea of Progress and Its Critics; Genius; Models, Metaphors and Creativity; Chaos.

The Senior year of the Program will be optional at the discretion of the student's Major department. Where instituted, it will require Honors students to complete a substantial piece of work within their chosen Major. This portion of the Program will be administered through the respective departments and curriculum areas.

Throughout the entire Program, Honors students will also be expected to participate in a series of lectures, discussions and cultural events. While no "extra credit" will be given for these, participation in these will be accounted an integral part of the Program. As is currently the case, many of these events will be open to the general student body. The budget of the Honors Program thus enriches the intellectual climate of the entire institution.

III. FOUR-YEAR HONORS PROGRAM

First Year: The Western Tradition

The first year of study will explore selected ideas, issues, and assumptions of Western intellectual history by focusing on developments in philosophy, literature, society, science, and the arts.

* Fall Semester: 2 sections of HR 100 "Ideas That Shaped the West," each a four credit course meeting 4 times a week and team-

taught by 2 faculty members. Each section will enroll 24-25 students. Two (2) of the 4 weekly meetings will be devoted to a faculty member's presentation of subject matter to the entire section. The remaining two weekly sessions will have the section divide in half (12-13 students) to meet in seminar discussion of the material at which a member of the faculty-team will preside.

* Spring Semester: 2 sections of HR 102 "Minds and Bodies," each a four credit course meeting 4 times a week and team-taught by 2 faculty members. Each section will enroll 24-25 students. Two (2) of the 4 weekly meetings will be devoted to a faculty member's presentation of subject matter to the entire section. The remaining two weekly sessions will have the section divide in half (12-13 students) to meet in seminar discussion of the material at which a member of the faculty-team will preside.

Second Year: Beyond the Western Paradigm

The second year of study will examine alternatives to the configuration of knowledge, art, power, and justice in the classical, majority culture of the West either by considering critical voices traditionally marginalized in that culture or by investigating the assumptions of a non-Western culture. The second year will also provide an opportunity for Honors students to pursue their general education in small seminars reserved for Honors students.

* Fall Semester: 1 section of HR 200 "Challenges to the Western Tradition," a 3-credit course taught by 1 faculty member to a student enrollment of 24-25.

2 seminars, each taught as a 3-credit course by 1 faculty member in his or her discipline to a student enrollment of 12-13. Each seminar will seek to cultivate the skills of critical thinking, cogent argumentation, and effective writing.

* Spring Semester: 1 section of HR 201 "Non-Western Culture," a 3-credit course taught by 1 faculty member to a student enrollment of 24-25.

2 seminars, each taught as a 3-credit course by a faculty member in her or his discipline to a student enrollment of 12-13. Each seminar will seek to cultivate the skills of critical thinking, cogent argumentation, and effective writing.

Note: Students enrolled in HR 200 in the fall semester will enroll in one of the spring-semester seminars. Students enrolled in one of the fall-semester seminars will enroll in HR 201 in the spring semester.

Third Year: Interdisciplinary Inquiry

The third year of study will stress the value of interdisciplinary approaches to scholarly inquiry by investigating a wide-ranging theme from the perspective of at least 2 disciplines. The third year will

also provide an opportunity for Honors students to pursue their general education in small seminars reserved for Honors students.

* Fall Semester: 1 section of HR 300 "Interdisciplinary Inquiry," a 3-credit course taught by 2 faculty members to a student enrollment of 24-25.

2 seminars, each taught as a 3-credit course by 1 faculty member in his or her discipline to a student enrollment of 12-13. Each seminar will seek to cultivate the skills of critical thinking, cogent argumentation, and effective writing.

* Spring Semester: 1 section of HR 300 "Interdisciplinary Inquiry," a 3-credit course taught by 2 faculty members to a student enrollment of 24-25.

2 seminars, each taught as a 3-credit course by 1 faculty member in her or his discipline to a student enrollment of 12-13. Each seminar will seek to cultivate the skills of critical thinking, cogent argumentation, and effective writing.

Note: Students enrolled in HR 300 in the fall semester will enroll in one of the spring-semester seminars. Students enrolled in one of the fall semester seminars will enroll in HR 300 in the spring semester.

Excursus on the Second- and Third Year Seminars: Each second- and third-year seminar is open to any second- or third-year Honors student. These seminars function as Honors courses sui generis. They may not be counted toward the fulfillment of core curriculum requirements, or major or minor requirements. Students may not enroll in any seminar devoted to a subject matter in which they have declared a major or a minor. Ideally, students will choose the seminars on the basis of intellectual interest alone. These courses will be 100-level courses, though professors will be encouraged to present the subject matter at a level that takes into account the abilities of the audience. An effort will be made to offer seminars that represent the various curricular areas.

Fourth Year: Senior Project in the Major

The Senior Honors Project provides an opportunity for the student to engage in mature research under the supervision of a faculty mentor. The course carries 3 credits earned in the discipline in which the research is conducted and these credits are counted both toward the completion of major and Honors requirements. In the Humanities, the project should be a writing 25-50 pages in length, or more if appropriate. In creative writing and studio art, the project should take the form of a significant portfolio. In the Natural Sciences, Mathematics, Social Sciences, and in the various areas of Business, the written project should follow the discipline's acceptable format for publication.

The Honors Program in this proposed, revised structure comprises 23 credits. Twenty (20) credits are earned through Honors courses completed in the first three years of the Program, and 3 credits are recognized of an independent study usually undertaken in the student's major during the senior year.

The student would be exempt from 21 core credits. Honors students may choose their core exemptions from no more than 1 course in each of 4 of the following areas or disciplines: natural science, History, social/behavioral science, Philosophy, Religious Studies, and Visual and Performing Arts. (Students in the School of Business may not exempt themselves from the social and behavioral sciences because their major requires that they take EC 11 and EC 12.) Additionally, Honors students are exempted from the English core (3 courses) due to the strong writing component in Honors courses. Mathematics and Languages are omitted from the selection because their core requirements are full year sequences. The student's second year of Honors course work will satisfy either the diversity requirement or the world cultures requirement depending on the course the student completes.

IV. INTEGRATION OF HONORS PROGRAM WITH CORE & MAJOR

The standard pattern for Fairfield students is:

Core	60 credits
Major	30 credits
Other	30 credits

The pattern for Honors students (as outlined above) would be:

Core	36 credits
Major	30 credits
Honors	30 credits (of which 6 would be in major)
Other	24 credits

The breakdown of requirements would be as follows:

a. Core:	Math	6
	Mod.Lang.	6
	R.S.	3
	Philos.	3
	Hist.	3
	Fine Arts	3
	Soc. Sci.	6
	Nat. Sci.	6

b. Major: thirty credits, but all or part of the six-credit Major Honors might be added on to these thirty credits.

c. Honors:

Western Tradition	12 credits
Challenges to the Western Tradition	3 credits
Non-western Culture	3 credits
Interdisciplinary Seminar	6 credits
Major honors	6 credits

V. EXPLANATORY NOTES

1. As outlined above, this proposal has implications for the core curriculum to be required of Honors students. Specifically, the proposal would make the following modifications:

Mathematics, Social and Natural Sciences and Modern Language requirements would remain the same.

Fine Arts, History, Philosophy and Religious Studies core would be reduced to one course in each discipline.

The core requirement in English would be eliminated, since: - the single biggest component of the Freshman and Sophomore year program would be literature; - the seminars throughout the first three years would all be "writing-intensive."

2. The Special Events component of the Honors Program would include lectures, theatre, exhibits, cinema and a regular colloquium in which Honors students from all four years of the program would meet to discuss issues of intellectual and cultural importance.

3. Need for faculty to teach in the Program.

a. The Program is designed to be modest on the need for faculty and for team-teaching.

b. The widest possible variety of faculty will be utilized in the Program.

c. Assuming that there would be 25-30 students per year in the Honors Program, and that seminars would be taught to groups of no more than 15, then the needs would be as follows:

i. Freshman year: 9 hours of faculty time per semester, to include two seminar sections and one lecture course. This could be one person, three different people, or some permutation of two. It need not be the same faculty in both semesters.

ii. Sophomore year: 6 hours of faculty time per semester, to run two seminar sections per semester, or 3 hours if the components are run as courses rather than as seminars. Once again, this could be one person or two, remaining the same or changing on a semester by semester basis.

iii. Junior year: 6-12 hours of faculty time per semester, to run two seminar sections per semester. This is the component of the Program where team-teaching, as on the currently operative model of the Honors Program, might be most valuable. The necessity for this, however, would depend on the particular theme.

iv. Senior year: whatever time the individual departments need, perhaps on an independent study basis, for the major honors project.

v. Much of this faculty time will produce a lightening of the burden of core teaching in the Humanities departments, and so is not a pure "add-on" to teaching needs.

vi. When the full four-year program is in place, total faculty hours required, excluding major honors, will be:

- Fall Semester, 18-21 hours
 - Spring Semester, 18-21 hours.
- [21-24 if the Junior year seminar is team-taught.]

4. Resources necessary for implementation:

a. While the budget for speakers and special events can remain at the present level through the 1991-92 year, thereafter it will need to be enlarged each year as the Program grows and the number of students and events to be accommodated increase.

b. There needs to be some reconsideration given to the role and responsibilities of the Program Director. The Director will certainly eventually need more secretarial support.

c. Resources will be required to enable the first group of participating faculty to design the necessary new courses, namely:

- The Western Tradition (two-semester lecture course)
- The Western Tradition (two-semester seminar)
- Challenges to the Western Tradition (one-sem. seminar)
- Non-western Culture (one-semester seminar)
- Interdisciplinary Seminar (two semesters)

VI. TIMETABLE FOR IMPLEMENTATION

1991-92: one-year Junior/Senior Honors Program continues as usual.

1992-93: Freshman year Program begins, with Junior year Program implemented as a parallel one-year Honors Program for current Juniors or Seniors.

1993-94: Freshman and Sophomore Programs in place. Junior year Program continues for current Juniors/Seniors as a one-year Honors Program.

1994-95: Freshman, Sophomore and Junior Year Programs in place.

1995-96: All four years in place.

VII. POSSIBLE VARIATIONS AND MODIFICATIONS

1. Both natural and social science core requirements could be replaced by specially designed Honors requirements, or by specially designated Honors courses offered through the respective departments. It seems prudent at the present time to postpone any implementation of this possibility until such time as the basic units of the proposed Program are in place.

2. The fourth year of Major Honors could be dispensed with, or made optional. In the latter case, students entering the Honors Program at the end of their Freshman year could then complete the entire three-year Program, running one year behind their classmates.

AC: 12/9/91

AC: 11/2/98

Appendix 15:
Internship Programs

Internship Programs:

The purpose of the internship program is to provide a student with the opportunity of earning a maximum of six academic credits for experience of direct involvement in the public or private sector whose purpose and service has relevance to the student's academic major. It is expected that the internship will be mutually beneficial to both the student and the organization in which the student is involved. As cooperative efforts, it is expected that the internship experience will allow students an opportunity for practical application and testing of principles and theories they are learning in their major field of study. The internship will not substitute for any other stated course(s) in the student's major field of study.

Student Eligibility:

- 1) The student may normally undertake an internship only after completion of the sophomore year of study.
- 2) The student must be in good academic standing as defined by the individual school (Business, College of Arts and Sciences, Nursing, et al.) in which the student is pursuing his/her major.
- 3) The student must obtain approval to register for an internship from a faculty internship advisor. The final grade in the internship must be determined and officially recorded by the faculty member.

Requirements of the Student:

- 1) Register for the designated internship course in the student's department or school.
- 2) The student must commit him or herself to work a specified number of hours per week, the requirements of which are determined by the student's department or school.
- 3) The student agrees to fulfill the duties and responsibilities of the internship as developed between the faculty advisor and the organization providing the internship.
- 4) During the internship the student must meet periodically with his/her designated faculty internship advisor or internship administrator as required.
- 5) The student must fulfill the academic component of the internship as defined by the student's department or school.

Requirements of the Faculty Internship Advisor or Internship Administrator:

- 1) The faculty internship advisor or internship administrator to whom the intern is assigned accepts the major responsibility for maintaining the quality and relevance of the work involved in the internship.
- 2) The faculty internship advisor or internship administrator will maintain periodic contact with both the student intern and the intern's site supervisor in order to assess progress in fulfilling the goals of the internship.
- 3) The faculty internship advisor or internship administrator is responsible for developing and monitoring the specific requirements of the academic component of the internship as defined by the particular department or school. This includes the final evaluation of the student's performance and issuing of a grade.

Requirements of the Organization:

- 1) The organization must provide the number of hours of program-related work per week as specified by the student's department or school.
- 2) The organization must ensure that work assignments are sufficiently challenging to broaden and extend the student's understanding of the subject area.
- 3) The organization must designate a specific individual within the organization with the responsibility to assign and supervise the work of the intern. The University regards it as ideal when the individual assigned to the student can serve as a role model and resource person.
- 4) The organization must provide a personnel evaluation of the student at the end of the semester, using a form provided by the student's department or school.

Exceptions:

Policy exceptions to this statement require the approval and recommendation of the appropriate departmental chairman and dean, and the final approval of the curriculum committee.

CR: 11/2/87
amended AC: 3/8/98
amended AC: 4/02/2001

Appendix 16:
Student Academic Grievance Procedure

Student Academic Grievance Procedure:

Purpose:

Procedures for review of academic grievance protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances:

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances, which may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic competence appeals, or to issues of academic dishonesty.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

Time Limits:

The procedure herein defined must be initiated within a reasonable period (usually a semester) after the event, which is the subject of the grievance.

Procedure - Informal:

Step one: The student attempts to resolve any academic grievance with the faculty member, department chairperson or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step 2.

Step two: The student consults the chairperson or division head when appropriate, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he advances to step 3.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

Procedure - Formal:

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Academic Vice-President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The Academic Vice-President determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the academic vice president determines whether it is a procedural, competence, or academic dishonesty appeal. In addition, in some instances it may be possible for the academic vice president to settle the grievance.

- If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the school in which the course was offered) to chair a Grievance Committee. (See section on Committee Structure below.)
- If it relates to an academic competence matter, the Academic Vice-President requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the academic vice president will convene a committee comprised of a dean (other than the dean of the school in which the course was offered) and two faculty chosen by the process to select faculty members to a Grievance Committee to review the material and sanctions.

Step three:

- For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the faculty handbook. (See addendum #1.)
- For competence appeals, the Academic Vice-President contacts the outside panel members and requests that they review the case in relation to its content validity.
- For academic dishonesty appeals, the academic vice president will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice-President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice-President is the only university official empowered to change that grade, and then only at the recommendation of the committee or panel.

Structure of the Grievance Committee:

The structure of the Grievance Committee will be the same as the existing Academic Honesty Committee, as follows:

-Two faculty members to be selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed will propose four names from that panel; the student will strike two of those names, and the two remaining faculty members will serve.

-Two students to be selected from a standing panel of eight students elected by the student government. The student(s) (grievant(s)) will propose four names from that panel; the faculty will strike two of those names, the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the Academic Vice-President. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

The election of committee members should take into account the possibility of the need for response on 24-hour notice (particularly at the time of commencement), and availability should, in such instances, be a prime consideration in committee member selection.

Addendum #1

DUE PROCESS PROCEDURE

- a. Both the student and the faculty member shall have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- b. Both the student and the faculty member shall have the right to present and examine witnesses and to cross-examine witnesses.
- c. The administration shall make available to both the student and the faculty member such authority as it may possess to require the presence of witnesses.
- d. The hearing committee shall promptly and forthrightly adjudicate the issues.
- e. The full text of the findings and conclusions of the hearing committee shall be made available in identical form and at the same time to both the student and the faculty member. The cost shall be met by the university.
- f. In the absence of a defect in procedure, recommendations shall be made to the Academic Vice-President by the committee as to possible action in the case.
- g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Adapted from the Faculty Handbook

AC: 4/13/82
AC 10/3/2005

Appendix 17:
University Admissions and Tuition Policy

University Admissions and Tuition Policy:

I. PURPOSE

Admission to undergraduate University academic programs with tuition grants-in-aid for children of full time faculty is a benefit included in the Faculty Handbook. This policy is designed to clarify the language in Section II. B. 6 of the handbook. It is to be published as a University Personnel Procedure and is not to be changed except by the standard procedures applying to Handbook amendments.

II. SCOPE

This policy shall apply to all legally dependent eligible children of full-time faculty members, including adopted children and step-children, who begin matriculation at the University before reaching age 24. In case a child's matriculation is delayed because of health or military service, the age limit will be extended by the length of such period of ill-health or service. If an eligible child leaves the University once matriculation has begun, he or she may return even though over the age limit. Children who do not matriculate at Fairfield University but are matriculating elsewhere may take up to six credits during the summer and three credits during the fall and spring semesters with tuition grants-in-aid. Legal dependency shall include: a) any child claimed by a full-time faculty member as a dependent for federal income tax purposes; b) any child who otherwise demonstrates, as determined by the University, substantial financial dependency upon a full-time faculty member; or c) in the case of divorced parents, any child who fulfills the terms of a) or b) as to either parent, or for whom a divorce decree obligates the faculty-member parent for payment of college tuition. Legal dependency must be demonstrated for the period for which the tuition grant-in-aid is sought.

III. APPLICATION PROCEDURE

1. To ensure preferential consideration under this policy, a faculty member must inform the Academic Vice President of the fact that his or her child has applied for admission to the University on or before the deadline for submission of applications to the Office of Admissions.

2. If a faculty child is denied admission, his or her application shall be forwarded to a review committee, consisting of three faculty members, who shall be the Chair of the Academic Council, the Secretary of the General Faculty, and the Chair of the Committee on Admissions and Scholarships; the Academic Vice President; and one other administrator, appointed by the Academic Vice President, who is not associ-

ated with the Office of Admissions. The Committee shall review the application and shall make a recommendation as to whether the applicant should or should not be admitted. The Academic Vice President shall communicate that recommendation to the President. The committee shall recommend admission of any applicant who can reasonably be expected to complete successfully the degree requirements of the relevant program. In judging whether the applicant can reasonable be expected to complete those requirements, the committee shall consider the applicant's high school rank, grade point average and scores on national examinations, in relation to those of other students in that class year who are admitted as special students, along with any other factors relevant to judging the likelihood of the applicant's successful completion of the program. The committee shall also take into consideration the special status of these students.

3. If the President either accepts a positive recommendation of the Committee or of the Academic Vice President, or rejects a negative recommendation, the applicant shall be admitted.

4. Upon rejecting a positive recommendation of the Committee, the President shall communicate the reasons to the Academic Vice President, who shall then communicate those reasons to the committee, in writing or in person.

AC: 3/28/88

For courses of shorter duration, once there is a sufficient number of students for a course to run Fairfield University will allow tuition grant-in-aid for dependents of Fairfield University faculty in accordance with the "University Admission and Tuition Policy" in the Journal of Record. Such grant-in-aid will extend to that portion of the fee attributable to the actual course, including instructor's reimbursement, office expenses, activities which incur no additional expense by the student's participation, and the like. The student must pay that portion of the fee attributable to individual expenses (airfare, room, fees, packaged tours, etc.). As a general rule, the participating student must pay those portions of the fee, which create an increased cost due to the student's participation.

The "University Admission and Tuition Policy" in the Journal of Record is intended to cover broad general categories of application of the Faculty Handbook's "Tuition Program for Children of Faculty" (II.B.6). It is impossible in the context to cover all imaginable circumstances. In the event of specific differences, the faculty member, the Academic Vice President, and the Faculty Secretary should meet to find a mutually satisfactory solution.

AC: 2/12/01

Appendix 18:
University Council Constitution

UNIVERSITY COUNCIL CONSTITUTION

Article One: Name

This tri-partite body shall be known as the "University Council."

Article Two: Contracting Members

The contracting members shall consist of the three main bodies of Fairfield University: the Administration of Fairfield University, the Faculty of Fairfield University, and the Students of Fairfield University.

Article Three: Memberships

Each contracting member shall have four voting representatives on the Council. The Council shall meet at least three times per semester, time and place to be determined by a majority of the representatives. Any individual Council member may call for a meeting of the Council.

Article Four:

The three standing subcommittees of the University Council shall be: Community Life (2 students/1 faculty/1 administrator), Academics (1 student/2 faculty/1 administrator), and Operations (1 student/ 1 faculty/2 administrators).

Article Five: Voting

Adoption of a motion must be by an affirmative majority, a quorum of seven representatives being necessary to conduct business with at least three representatives from one contracting member and two representatives from each contracting member. Recommendations of the Council, which are not binding, are sent to the appropriate Vice President of the University for review and consideration, with additional copies sent to the President, the Provost, the other Vice Presidents, the FUSA President, the Student Senate President, and the Secretary of the General Faculty. Each representative shall have one vote. The Recording Secretary will call the first meeting. The Chairperson of the Council rotates among the contracting members. The Council will use *Robert's Rules of Order*

Article Six: Scope and Reference

The successful attainment of its educational goals by an institution of higher education requires the best possible use of the varied capacities of all individuals who constitute the University. Each contracting member is urged to bring before the University Council issues under the purview of the Council that will impact on the University as a whole. It is suggested that the

appropriate items whenever possible be brought before the Council before decisions are finalized.

The Council's purpose is to represent the Students, Administration, and Faculty, to discuss issues involving the students' relationship to the other segments of the University, and to make recommendations to the contracting member that makes the final decision on that particular issue.

Article Seven: Alterations

Amendments and other alterations to this constitution shall be proposed within the University Council passed by a majority vote of the total number of representatives, and then referred to the appropriate contracting member for acceptance. No amendment shall become effective unless it has been accepted by all three contracting members, each accepting according to its own procedure.

Article Eight: Effective Date

This Council shall begin operations upon its acceptance by all three contracting members mentioned herein.

Article Nine: Meeting participants

Meetings of the University Council are open to members of the University Community. Guests who wish to address an agenda item must be first recognized by the Chair of the Meeting.

AC: 4/23/90
Approved GF: 4/5/91

Appendix 19:
Institutional Review Board for Research on Human Subjects

IRB
PREFACE

Institutional Review Board
Fairfield University

On July 12, 1974, the National Research Act (Public Law 93-348) was signed into law. The purpose of the law was to identify the basic ethical principles that should underlie the conduct of biomedical and behavioral research involving human subjects and to develop guidelines which should be followed to assure that such research is conducted in accordance with these principles. To assist the Secretary of Health, Education and Welfare (now Health and Human Services), a National Commission for the Protection of Human Subjects of Biomedical and Behavior Research was established. This commission deliberated over a period of four years on the ethical issues involved. Their findings were published on April 18, 1979 under the title "The Belmont Report". It is this report that serves as the guide to Fairfield University's Institutional Review Board.

The Belmont Report states in part: "... assessment of the justifiability of research should reflect at least the following considerations (i) Brutal or inhumane treatment of human subjects is never morally justified. (ii) Risks should be reduced to those necessary to achieve the research objective. It should be determined whether it is in fact necessary to use human subjects at all. (iii) When research involves significant risk of serious impairment, review committees should be extraordinarily insistent on the justification of the risk. (iv) ...a number of variables go into such judgements, including the nature and degree of risk, the conditions of the particular population involved, and the nature and level of the anticipated benefits. The principle of justice gives rise to moral requirements that there be fair procedures and outcomes in the selection of research subjects. Justice is relevant to the selection of subjects for research at two levels: the social and the individual. Individual justice requires that researchers exhibit fairness: Thus, they should not offer potentially beneficial research only to some patients who are in their favor or select only 'undesirable' persons for risky research. Social justice requires that distinction be drawn between classes of subjects that ought, and ought not, to participate in any particular kind of research. ..."

On May 15, 1989 the Academic Council approved the establishment of an Institutional Review Board (IRB) at Fairfield. In January 1990 the Rev. A.J. Kelley SJ, President of Fairfield University appointed six faculty members and one outsider to constitute the IRB at Fairfield. It is the duty of the IRB to:

1. develop procedures for submitting research protocols for review.

2. determine if subject protocol is in conformity with University policy with regard to use of human subjects in research.

In addition, the IRB has the responsibility and authority to review, approve, disapprove or require changes in all research activities involving human subjects conducted on the campus and/or by University personnel off campus. The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's decisions, conditions and requirements or that has been associated with unexpected serious harm to subjects.

Certain types of research activities are exempt under the law. Research activities in which the only involvement of human subjects entails little or no risk are exempt. The exempt activities fall into the following categories.

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices.
2. Research involving the use of educational test where subjects cannot be identified, directly or through identifiers linked to the subjects.
3. Research involving survey or interview procedures except under conditions where the subject can be identified or the topic deals with illegal activities or sensitive behavioral conduct.
4. Research involving the observation of public behavior except under conditions listed in item 3 above.
5. Research involving the collection or study of existing data, documents, records, etc. if these sources are publicly available. Research proposals and surveys are to be reviewed by the Chair of the Institutional Review Board to verify that they qualify as exempt under the criteria stated above.

The basic requirement in all research dealing with human subjects is the requirement that the investigator obtain written informed consent from the subject or the subjects legal representative. The procedure and limitations in obtaining this consent are outlined in this document.

FAIRFIELD UNIVERSITY
Fairfield, CT

POLICY STATEMENT

with regard to

USE OF HUMAN SUBJECTS IN RESEARCH

Fairfield University is guided by the ethical principles regarding all research involving humans as subjects as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Ethical Principles and Guidelines for the Protection of Human Subjects of Research (the "Belmont Report"). In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46) will be met for all applicable Department of Health and Human Services (HHS)-funded research and, except for the requirements for reporting information to HHS, all other research without regard to source of funding. The Institutional Review Board (IRB) has the responsibility and authority to review, approve, disapprove or require changes in appropriate research activities involving human subjects.

The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's decisions, conditions and requirements or that has been associated with unexpected serious harm to subjects.

It is our policy that, all research will be reviewed and approved by an institutional review board which has been established under an assurance of compliance negotiated with HHS except for those categories specifically exempted by 45 CFR 46. The involvement of human subjects in research covered by this policy will not be permitted until the IRB has reviewed and approved the research protocol and informed consent has been obtained. Furthermore, the IRB's review of research on a continuing basis will be conducted at appropriate intervals but not less than once a year.

Any research request originating outside of the University will need to show that it was approved by the Rights of Human Subjects Committee of the organization where the research request originated. If the originating organization has no such committee, the research request must be approved by Fairfield's IRB. It is also our policy that unless informed consent has been specifically waived by the IRB no research investigator or principal investigator shall involve any human being as a subject in research unless the research investigator or principal has obtained the legally effective informed consent of the subject or the subject's legally authorized representative. Fairfield encourages and promotes constructive communication among the research administrators, research investigators, principal investigators, clinical care staff, persons

responsible for curriculum areas, other institutional officials and human subjects as a means of maintaining a high level of awareness regarding the safeguarding of the rights and welfare of the subjects.

FAIRFIELD UNIVERSITY
Fairfield, CT

INSTITUTIONAL REVIEW BOARD

MEMBERSHIP:

In accordance with the compositional requirements of section 46.107 of 45 CFR 46 the membership is composed of at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted at Fairfield. The Board shall include at least one member who is not otherwise affiliated with Fairfield and is not part of the immediate family of a person who is affiliated with Fairfield. Members will be drawn from diverse backgrounds including consideration of their racial and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects.

When research is reviewed involving a category of vulnerable subjects (e.g., prisoners, children, individuals institutionalized as mentally disabled), each IRB shall include in its reviewing body one or more individuals who have as a primary concern the welfare of these subjects.

The membership shall be appointed by the President, and they shall serve indefinitely at the will of the President.

GENERAL PURPOSE:

To establish and publish, with the consent of the Academic Council, University policy with regard to research using human subjects.

To review protocols for all research proposals where human subjects are used that are conducted by University personnel or students.

The Institutional Review Board's responsibility in reviewing new proposals is limited to determining whether or not the proposed research conforms to University policy, and, if it does not, to

explaining why it does not. The Institutional Review Board shall make no other judgement on the proposed research.

The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's decisions, conditions and requirements or that has been associated with unexpected serious harm to subjects.

SPECIFIC DUTIES:

1. To develop procedures for submitting research protocols for review.
2. To determine if subject protocol is in conformity with University policy with regard to use of human subjects in research.
3. To review approved research projects on a continuing basis, at a minimum of once a year.
4. To report to the President of the University and the Academic Council any serious or continuing noncompliance by University investigators with the conditions outlined in the project as approved.
5. To report to the Secretary of Health and Human Services any serious or continuing noncompliance by University investigators who are funded by the Dept. of Health and Human Services.

FAIRFIELD UNIVERSITY

Assurance of Compliance with HHS Regulations for Protection of Human Research Subjects

PART 1

Fairfield University, hereinafter known as the "institution," hereby gives assurance that it will comply with the Department of Health and Human Services (HHS) regulations for the Protection of Human Research Subjects (45 CFR 46, as amended on January 26, 1981) as specified below.

I. Statement of Principles and Policies

A. Ethical Principles

1. This institution is guided by the ethical principles regarding all research involving humans as subjects as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Ethical Principles and Guidelines for the Protection of Human Subjects of Research (the "Belmont Report,"). In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46) will be met for all applicable HHS-funded research.

B. Institutional Policy

1. Except for research in which the only involvement of human subjects is in one or more of the categories exempted or waived under 45 CFR 46.101 (b) (1-5) or 46.101 (e) of the HHS regulations, this policy is applicable to all research involving human subjects, and all other activities which even in part involve such research, if either:

- a. the research is sponsored by this institution, or
- b. the research is conducted by or under the direction of any employee or agent of this institution in connection with his or her institutional responsibilities, or
- c. the research is conducted by or under the direction of any employee or agent of this institution using any property or facility of this institution, or
- d. the research involves the use of this institution's nonpublic information to identify or contract human research subjects or prospective subjects.

2. This institution acknowledges and accepts its responsibilities for protecting the rights and welfare of human subjects of research covered by this policy.

3. This institution assures that before human subjects are involved in research covered by this policy, proper consideration will be given to:

- a. the risks to the subjects,
- b. the anticipated benefits to the subjects and others,
- c. the importance of the knowledge that may reasonably be expected to result, and
- d. the informed consent process to be employed.

4. This institution acknowledges that it bears full responsibility for the performance of all research involving human subjects, covered by this policy.

5. This institution bears full responsibility for complying with federal, state or local laws as they may relate to research covered by this policy.

6. This institution encourages and promotes constructive communication among the research administrators, principal investigators, person responsible for curriculum area, research investigators, clinical care staff, human subjects, and institutional officials as a means of maintaining a high level of awareness regarding the safeguarding of the rights and welfare of the subjects.

7. This institution will exercise appropriate administrative overview carried out at least annually to insure that its practices and procedures designed for the protection of the rights and welfare of human subjects are being effectively applied.

8. This institution will consider additional safeguards in research when that research involves prisoners, fetuses, pregnant women, children, individuals institutionalized as mentally disabled, other potentially vulnerable groups and human in vitro fertilization.

9. This institution shall provide each individual at the institution conducting or reviewing human subject research (e.g. research investigators, department heads, research administrators, research reviewers) with a copy of this statement of ethical principles and policy (Part 1, I.A. & B.).

FAIRFIELD UNIVERSITY
Fairfield, CT

INSTITUTIONAL REVIEW BOARD

REVIEW PROCEDURES

A. Meetings.

1. Meetings of the IRB shall be convened:

- a. At the call of the chairperson when the chairperson judges the meeting to be necessary or advantageous.
- b. At the call of the chairperson upon the receipt of a joint written request of three or more members.

2. Quorum:

- a. A majority of the membership, including at least one member whose primary concerns are in nonscientific areas, shall constitute a quorum and is required in order to convene a meeting for the review of research protocols.

3. Procedure:

- a. Except as may be otherwise provided, all convened IRB meetings shall be conducted under and pursuant of Robert's Rules of Order.
- b. No IRB may have a member participating in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
- c. Minutes of IRB meetings shall be in sufficient detail to show the names of attendees at the meetings; actions taken by the IRB; the vote on these actions including the number of members voting for, against, and abstaining; the basis for requiring changes in or disapproving research; a written resolution; and dissenting reports and opinions. If a member in attendance has a conflicting interest regarding any project, minutes shall show that this member did not participate in the review, except to provide information requested by the IRB.
- d. For a research protocol to be approved it must receive the approval of a majority of those members present at the convened meeting.
- e. At a convened IRB meeting, any member may request that an activity which has been approved under the expedited procedure be

reviewed by the IRB in accordance with non-expedited procedures. A vote of the members shall be taken concerning the request and the majority shall decide the issue.

f. In cases where research activities were initially approved under expedited procedures and subsequently reviewed by non-expedited procedures, the decisions reached at the convened meeting shall supercede any decisions made through the expedited review.

B. IRB records.

1. The IRB shall prepare and maintain adequate documentation of IRB activities, including the following:

a. Minutes of meetings.

b. Records of continuing review activities.

c. Copies of all research proposals reviewed, scientific evaluations, if any, that accompany the proposals.

d. Approved sample consent documents.

e. Progress reports submitted by research investigators.

f. reports of injuries to subjects.

g. Copies of all correspondence between the IRB and the research investigators.

h. A list of IRB members as required by 45 CFR 46.103(b)(3).

i. Written procedures for the IRB as required by 45 CFR 46.103(b)(4).

j. Statements of significant new findings provided to subjects, as required by 45 CFR 46.116(b)(5).

C. IRB authority and responsibilities

1. IRB review and approval of research.

a. The IRB shall have the responsibility to review and the authority to approve, require modification in or disapprove all activities or proposed changes in previously approved activities.

b. The IRB shall approve research based on the IRB's determinations that the following requirements are satisfied:

(1) Risks to subjects are minimized:

The term "risk" refers to a possibility that harm may occur. However, when expressions such as "small risk" or "high risk" are used, they usually refer (often ambiguously) both to the chance (probability) of experiencing a harm and the severity (magnitude) of the envisioned harm.

Many kinds of risks need to be taken into account. There are for example, risks of psychological harm, physical harm, legal harm, social harm and economic harm. While the most likely types of harms to research subjects are those of psychological or physical pain or injury, other possible kinds should not be overlooked.

Factors to look for in assessing risk are:

(a) the use of procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and

(b) whenever appropriate by using procedures already being performed on the subjects for diagnostic or treatment purposes.

(2) Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects, and the importance of knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB shall consider only those risks and benefits that may result from the research (as distinguished from risks and benefits of therapies subjects would receive even if not participating in the research). The IRB shall not consider long-range effects of applying knowledge gained in the research as among those research risks that fall within the purview of its responsibility.

(3) Selection of subjects is equitable. In making this assessment the IRB shall take into account the purposes of the research, the setting in which the research will be conducted, and the population from which subjects will be recruited.

(4) Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with, and to the extent required by 45 CFR 46.116.

(5) Informed consent will be appropriately documented, in accordance with, and to the extent required by 45 CFR 46.117.

(6) Where appropriate, the research plan makes adequate provision for monitoring the data collected to insure the safety of subjects.

(7) Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

D. IRB Procedures.

1. IRB receives protocol.

a. The IRB chairperson shall receive all nonexempt research protocols from the Director of Research.

2. Determination of review procedure.

a. The IRB chairperson shall determine whether the research protocol meets the criteria necessary for an expedited review process.

b. The IRB chairperson refers all research protocols to either full committee review or expedited review.

3. Expedited review.

a. The eligibility of some research for review through the expedited procedure is in no way intended to negate or modify the policies of this institution or the other requirements of 45 CFR 46.

b. An IRB may use the expedited review procedure to review minor changes in previously approved research during the period for which approval is authorized.

c. The only other research for which an IRB may use an expedited review procedure is that which involves no more than minimal risk to the subjects and in which the only involvement of human subjects will be in one or more of the following categories:

(1) Collection of: hair and nail clippings, in a non-disfiguring manner, deciduous teeth; and permanent teeth if patient care indicates a need for extraction.

(2) Collection of excreta and external secretions including sweat, uncannulated saliva, placenta removed at delivery, and amniotic fluid at the time of rupture of the membrane prior to or during labor.

(3) Recording of data from subjects 18 years of age or older using noninvasive procedures routinely employed in clinical practice. This includes the use of physical sensors that are applied either to the surface of the body or at a distance and do not involve input of matter or significant amounts of energy into the subject or an invasion of the subject's privacy. It also includes such procedures as weighing, testing sensory

acuity, electrocardiography, electroencephlography, thermagraphy, detection of naturally occurring radioactivity, diagnostic echography, and electroretinography. It does not include exposure to electromagnetic radiation outside the visible range (for example, x-rays, microwaves).

(4) Collection of blood samples by venipuncture, in amounts not exceeding 450 milliliters in an eight-week period and no more often than two times per week, from subjects 18 years of age or older and who are in good health and not pregnant.

(5) Collection of both supra- and subgingival dental plaque and calculus, provided the procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylatic techniques.

(6) Voice recordings made for research purposes such as investigations of speech defects.

(7) Moderate exercise by healthy volunteers.

(8) The study of existing data, documents, records, pathological specimens, or diagnostic specimens.

(9) Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the research investigator does not manipulate subjects' behavior and the research will not involve stress to subjects.

(10) Research on drugs or devices for which an investigational new drug exemption or an investigational device exemption is not required.

(11) Any other category specifically added to this list by HHS and published in the Federal Register.

d. Expedited review shall be conducted by the IRB chairperson or by one or more of the experienced IRB members designated by the chairperson to conduct the review.

e. The IRB member(s) conducting the expedited review may exercise all of the authorities of the IRB except that the reviewer(s) may not disapprove the research. The reviewer(s) shall refer any research protocol which the reviewer(s) would have disapproved to the full committee for review. The reviewer(s) may also refer other research protocols to the full committee whenever the reviewer(s) believe(s) that full committee review is warranted.

f. When the expedited review procedure is used, the IRB chairperson or member(s) conducting the review shall inform IRB

members of research protocols, which have been approved under the procedure.

4. Full committee review.

a. Research protocols scheduled for review shall be distributed to all members of the IRB prior to the meeting.

b. When it is determined that consultants or experts will be required to advise the IRB in its review of a protocol, the research protocol shall also be distributed to the consultants or experts prior to the meeting.

c. All IRB initial review and continuing review shall be conducted at convened meetings and at timely intervals.

5. Documentation of informed consent.

a. In accord with 45 CFR 46.117, the IRB shall require documentation of informed consent by use of a written consent form, or may waive the requirement for the research investigator to obtain a signed consent form for some or all subjects if the IRB determines that:

(1) The only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research and the subject's wishes will govern; or

(2) The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

b. When the documentation requirement is waived, the IRB may require the research investigator to provide subjects with a written statement regarding the research.

6. Waiver or alteration of informed consent.

a. the IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth in 45 CFR 46.116(a)&(b), or waive the requirement to obtain informed consent provided the IRB finds and documents that:

(1) The research is to be conducted for the purpose of demonstrating or evaluating:

(a) federal, state or local benefit or service programs which are not themselves research programs.

(b) procedures for obtaining benefits or services under these programs, or

(c) possible changes in or alternatives to these programs or procedures; and

(2) The research could not practicably be carried out without the waiver or alteration.

b. The IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth in 45 CFR 46.116(a)&(b), or waive the requirements to obtain informed consent provided the IRB finds and documents that:

(1) The research involves no more than minimal risk to the subjects;

(2) The waiver or alteration will not adversely affect the rights and welfare of the subjects;

(3) The research could not practicably be carried out without the waiver or alterations; and

(4) Whenever appropriate the subjects will be provided with additional pertinent information after participation.

7. Observation of the consent process and the research.

a. The IRB shall have the authority to observe or have a third party observe the consent process and the research, except when such observation may interfere with the research protocol or validity of research findings.

8. Frequency of review.

a. The IRB shall determine, in its review of research protocols, which projects will require IRB review more often than annually.

b. The IRB shall review all other research projects at intervals appropriate to the degree of risk but not less than once per year.

9. Verification of change.

a. The IRB shall determine which projects need verification from sources other than the research investigators and/or principal investigator that no material changes have occurred since previous IRB review.

10. Authority to suspend or terminate approval of research.

a. The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's decisions, conditions and requirements or that has been associated with unexpected serious harm to subjects.

11. Information dissemination and reporting requirements.

a. The IRB shall have the authority and be responsible for reporting no later than 8 working days information to the Director of Research, the Office for Protection from Research Risks (OPRR), HHS or both on a variety of issues. In conjunction with this requirement the IRB must be prepared to receive and act on information received from a variety of sources, such as human subjects, research investigators, the Director of Research or other institutional staff. For reporting purposes, the IRB will follow the procedures described below:

(1) Any serious or continuing noncompliance by research investigators with the requirements of the IRB - This information shall be reported no later than 8 working days to the Director of Research. The Director of Research is responsible for the reporting to the OPRR.

(2) Injuries to human subjects - Information received by the IRB concerning injuries to subjects shall be reported no later than 8 working days to the Director of Research. The Director of Research is responsible for reporting to the OPRR.

(3) Unanticipated problems - Information received by the IRB concerning injuries to subjects shall be reported no later than 8 working days to the Director of Research. The Director of Research is responsible for reporting to OPRR.

(4) Suspension or termination of IRB approval - The written notice of the IRB's suspending or terminating approval of a research protocol shall include a statement of the reasons for the IRB's action and shall report the action no later than 8 working days to the research investigator and/or principal investigator, and the Director of Research. The Director of Research is responsible for reporting to OPRR.

12. IRB notification to research investigators and/or principal investigator and the Director of Research of decision(s).

a. The IRB shall notify the research investigators and/or the principal investigator and the Director of Research in writing of the IRB's decisions, conditions and requirements.

b. The IRB shall also provide to the research investigator and/or principal investigator reasons for the IRB's decision to disapprove a research protocol and an opportunity for the research investigator and/or principal investigator to respond. Reasons for disapproval shall also be transmitted to the Director of Research by the IRB.

c. The IRB shall promptly provide to the research investigator and/or principal investigator in writing reasons for the IRB's action in suspending or terminating approval of a research project.

d. Elements to be included in the standard letter regarding decisions on protocols are:

(1) Date of letter.

(2) Name of study.

(3) Name of principal investigator.

(4) Date of IRB meeting at which decision was made including:

(a) If acceptance was given, any conditions specified.

(b) If rejection, reasons for this rejection.

(5) Statement requesting that IRB be informed no later than 8 working days of:

(a) Any changes being considered to the approved protocol.

(b) Any unanticipated problems with potential/actual harm to subjects.

(c) Termination of any projects.

(6) Date a progress report is required.

(7) Reminder that this approval does not cover other needed approvals.

(8) Indication of availability of Board if any questions arise.

PROCEDURES MANUAL
for
RESEARCH DEALING WITH HUMAN SUBJECTS

FAIRFIELD UNIVERSITY

Fairfield, CT

1992

A. University Policy

Fairfield University is guided by the ethical principles regarding all research involving humans as subjects as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Ethical Principles and Guidelines for the Protection of Human Subjects of Research (the "Belmont Report").

In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46) will be met for all applicable HHS-funded research and, except for the requirements for reporting information to HHS, all other research without regard to source of funding.

It is our policy that, except for those categories specifically exempted by 45 CFR 46, all research will be reviewed and approved by an institutional review board (IRB) which has been established under an assurance of compliance negotiated with HHS. The involvement of human subjects in research covered by this policy will not be permitted until the IRB has reviewed and approved the research protocol and informed consent has been obtained. Furthermore, the IRB's review of research on a continuing basis will be conducted at appropriate intervals but not less than once a year. Any research request originating outside of the University will need to show that it was approved by the Rights of Human Subjects Committee of the organization where the research request originated. If the originating organization has no such committee, the research request must be approved by Fairfield's IRB.

It is also our policy that unless informed consent has been specifically waived by the IRB no research investigator or principal investigator shall involve any human being as a subject in research unless the research investigator has obtained the legally effective informed consent of the subject or the subject's legally authorized representative.

Fairfield encourages and promotes constructive communication among the research administrators, persons responsible for curriculum areas, research investigators, or principal investigators, clinical care staff, other institutional officials and human subjects as a means of maintaining a high level of awareness regarding the safeguarding of the rights and welfare of the subjects.

The Institutional Review Board has the responsibility and authority to review, approve, disapprove or require changes in appropriate research activities involving human subjects.

The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with the IRB's decisions, conditions and requirements or that has been associated with unexpected serious harm to subjects.

B. Research covered under these policies.

1. These policies will apply to research conducted by University personnel or students which involves human subjects. For the purposes of these policies, a human subject is defined as a "living individual about whom an investigator conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information."

C. Responsibilities of Research Investigators.

1. Determination of human subject involvement.

a. Research investigators and/or principal investigator shall make a determination as to whether research will involve human subjects as defined in 45 CFR 46.102.

b. When it is not clear whether the research involves human subjects as defined in 45 CFR 46.102, research investigators and/or principal investigators should seek assistance from the Office of Research and the IRB in making this determination.

2. Preliminary determination of exemption eligibility.

a. Research investigators and/or principal investigators shall make the preliminary determination of whether such research, which involves human subjects, is exempted from coverage under 45 CFR 46.101.

b. Research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from these regulations unless the research is covered by other subparts of 45 CFR 46.101.

1). Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or comparison among instructional techniques, curricular, or classroom management methods.

2). Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

3). Research involving survey or interview procedures, except where all of the following conditions exist: (i) responses are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (ii) the subject's responses, if they became known outside the research, could

reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability, and (iii) the research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol. All research involving survey or interview procedures is exempt, without exception, when the respondents are elected or appointed public officials or candidates for public office.

4). Research involving the observation (including observation by participants) of public behavior, except where all of the following conditions exist: (i) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (ii) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability, and (iii) the research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

5). Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

6). Unless specifically required by statute (and except to the extent specified in paragraph (i)), research and demonstration projects which are conducted by or subject to the approval of the Department of Health and Human Services, and which are designed to study, evaluate, or otherwise examine: (i) programs under the Social Security Act, or other public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels or payment for benefits or services under those programs.

D. Preparation of protocol.

1. Research investigators shall prepare a protocol giving a complete description of the proposed research. In the protocol, research investigators shall make provisions for the adequate protection of the rights and welfare of prospective research subjects including but not limited to procedures to be followed for obtaining the informed consent of the research subjects in conformity with University policies instituted to protect the rights of human subjects of research and insure that pertinent laws and regulations are observed. This requirement is applicable even in cases where the research is exempt under 45 CFR 46.101.

2. The research protocol shall include the following:

a. Cover - see appendix A.

b. Purpose - State briefly the purpose of the study; usually this will include the hypothesis, which is to be tested.

c. Background - Describe past studies and any relevant, experimental or clinical findings, which led to the plan for this project. For studies designed to compare or evaluate therapies, there should be a statement of the relative advantage or disadvantage of alternative modes of therapy.

d. Location of study - City, State, and specific location, i.e. name of institution and subunit if applicable.

e. Duration of project - IRB reapproval is required at least every year as long as the study is continued.

f. Research plan - This is an orderly scientific description of the intended procedures as they directly affect the subjects.

g. Statistical considerations - A statement about the statistical power of the study to test the major hypothesis and a summary of the plans for statistical analysis.

h. Economic considerations - Describe any material inducement that will be offered to subjects in return for their participation.

i. Subject population - Describe the requirements for the subject population including the total number of subjects and controls and their ages.

j. Risks - Describe any risks, physical, psychological, social, economic, legal, or other. If other methods of treatment present lesser risks, describe those.

3. Research investigators shall include samples of proposed informed consent forms with the protocol.

4. Research investigators and person responsible for curriculum areas shall be responsible for insuring that all research involving human subjects is submitted to the Office of Research and to the Institutional Review Board.

E. Obtaining informed consent.

1. Unless otherwise authorized by the IRB, research investigators and/or principal investigators are responsible for insuring that legally effective informed consent shall:

- a. be obtained from the subject or the subject's legally authorized representative;
- b. be in language understandable to the subject or the subject's representative;
- c. be obtained under circumstances that offer the subject or the subject's representative sufficient opportunity to consider whether the subject should or should not participate;
- d. not include exculpatory language through which the subject or the subject's representative is made to waive or appear to waive any of the subject's legal rights, or releases or appears to release the research investigator, the sponsor, the institution or its agents from liability for negligence;
- e. be obtained prior to involving any human subject in research;

2. Basic elements of informed consent.

- a. Unless otherwise authorized by the IRB, research investigators at a minimum shall provide the following information to each subject:
 - 1). A statement that the study involves research, and explanation of the purposes of the research and the expected duration of the subjects' participation, a description of the procedures to be followed, and identification of any procedures which are experimental;
 - 2). A description of any reasonable foreseeable risks or discomforts to the subject;
 - 3). A description of any benefits to the subject or to others which may reasonably be expected from the research;
 - 4). A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;
 - 5). A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained;
 - 6). For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained;

7). An explanation of whom to contact for answers to pertinent questions about the research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and

8). A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

3. Providing additional elements of informed consent.

a. When required by the IRB, the research investigator and/or principal investigator shall provide one or more of the following additional elements of information to each subject:

1) A statement that the particular treatment or procedure may involve risks to the subjects (or to the embryo or fetus, if the subject is or may become pregnant) which are currently unforeseeable;

2) Anticipated circumstances under which the subject's participation may be terminated by the research investigator without regard to the subject's consent;

3) Any additional cost to the subject that may result from participation in the research;

4) The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject;

5) A statement that significant new developed during the course of the research which may relate to the subject's willingness to continue participation will be provided to the subject; and

6) The approximate number of subjects involved in the study.

4. Documentation of informed consent.

a. Research investigators and/or principal investigators shall be responsible for insuring that informed consent is documented by the use of a written consent form approved by the IRB and signed by the subject or the subject's legally authorized representative, unless this requirement is specifically waived by the IRB.

b. Research investigators and/or principal investigator shall insure that each person signing the written consent form is given a copy of that form.

c. The written consent form shall embody the elements of informed consent required by 45 CFR 46.116. This form may be read to the subject or the subject's legally authorized representative, but in any event, the research investigator and/or principal investigator shall give either the subject or the representative adequate opportunity to read the form before signing it.

d. In addition to the subject's signature the consent form shall be signed by the investigator and one other witness to the signing.

5. Observation of the consent process and the research.

a. The IRB shall have the authority to observe or have a third party observe the consent process and the research, except when such observation may interfere with the research protocol or validity of research findings.

6. Retention of signed consent documents.

a. Research investigators are responsible for placing the consent documents signed by human research subjects in a repository approved by the IRB. These documents shall be retained for at least three years after termination of the last IRB approval period.

F. Submission of progress reports on the research.

1. Research investigators and/or principal investigator are responsible for reporting the progress of the research to the Director of Research as often as and in the manner prescribed by the IRB but no less than once per year.

G. Submission of injury reports and reports of unanticipated problems involving risks.

1. Research investigators and/or principal investigator are responsible for reporting later than 8 working days to the Director of Research any injuries to human subjects.

2. Research investigators and/or principal investigator are responsible for reporting no later than 8 working days to the Director of Research any unanticipated problems which involve risks to the human research subjects or others.

H. Reporting changes in the research.

1. Research investigators and/or principal investigator are responsible for reporting no later than 8 working days to the Director of Research proposed changes in a research activity.

2. Changes in research during the period for which IRB approval has already been given, shall not be initiated by research investigators and/or principal investigator without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.

I. Reporting of noncompliance.

1. Research investigators, principal investigators, persons responsible for curriculum areas and any member of the university community that is aware of noncompliance are responsible for reporting no later than 8 working days after the discovery of noncompliance to the Director of Research and the IRB any serious or continuing noncompliance with the requirements of the IRB.

J. Notifying the Director of Research concerning investigational new drugs.

1. The research investigators shall be responsible for notifying the Food and Drug Administration (FDA) and the Director of Research whenever it is anticipated that an investigational new drug or device exempting will be required.

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Policies and Procedures for Research Involving Human Subjects:

A. The Academic Council has accepted the following policies as a general framework for institutional policies intended to protect the rights of human subjects in research conducted at Fairfield University:

1. These policies will apply to research conducted by University personnel or students which involves human subjects. For the purposes of these policies, a human subject is defined as a "living individual about whom an investigator conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information."

2. Investigators are expected to minimize risks to subjects by using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk.

3. Fairfield University will establish an Institutional Review Board (IRB) to ensure that rights of human subjects are protected.

4. Regulations from the Department of Health and Human Services currently in place will form the basis for Fairfield's institutional policies.

5. Any research request originating outside of the University will need to show that it was approved by the Rights of Human Subjects Committee of the organization where the research request originated. If the originating organization has no such committee, the research request must be approved by Fairfield's IRB.

6. Research activities which are exempt from coverage by DHHS regulations will also be exempt from coverage by Fairfield University's policies.

B. The Academic Council has endorsed the following structure for a Human-Subjects-Research-Review Procedure:

1. The researcher will prepare a protocol describing (a) the proposed research; (b) the provisions for the protection of the rights and welfare of subjects, including but not limited to procedures to be followed for obtaining the informed consent of the research subjects, in conformity with University policies instituted to protect the rights of human subjects of research.

2. The researcher will forward the research protocol to the University's Human Subjects Research Officer. (If the researcher is a student, the researcher's faculty mentor will forward the protocol to the Human Subjects Research Officer). The University's Human Subjects Research Officer will play two roles:

a. the Human Subjects Research Officer will represent the University's interests in this area as they are affected by the proposed research (by insuring e.g. that applications comply with federal guidelines, that the paperwork required of the institution has been done, etc.);

b. the Human Subjects Research Officer will insure the swift and fair operation of review procedures by communicating with all parties involved, convoking the Institutional Review Board, etc.

The Human Subjects Research Officer will make no judgement on whether or not the protocol conforms with University policy. Such judgement will be solely the responsibility of the Institutional Review Board.

3. The Institutional Review Board will have two roles:

a. the Institutional Review Board will review the protocol describing the proposed research to be sure that it conforms with University policy;

b. the Institutional Review Board will review the research carried out to be sure that it has been carried out as it had been described in the protocol and has thus conformed with University policy. Such review will be carried out at the conclusion of research if the research is completed within a period of six months from its initial approval by the Institutional Review Board, or every six months and at the conclusion of the research if the research is carried out over a period of more than six months, and in either case more frequently if the Institutional Review Board so determines.

The Institutional Review Board's responsibility is limited to determining whether or not the proposed research conforms to University policy, and, if it does not, to explaining why it does not. The Institutional Review Board shall make no other judgement on the proposed research.

4. The University's Human Subjects Research Officer and the members of the Institutional Review Board will be appointed by the President, in conformity with Department of Health and Human Services regulations, and they shall serve indefinitely at the will of the President.

5. No research involving human subjects may proceed unless the Institutional Review Board has determined that its procedures, as described in the protocol, conform to University policy. If the Institutional Review Board determines that the proposed procedures are not in conformity with University policy, it will indicate to the University's Human Subjects Research Officer the reasons for this determination. The Human Subjects Research Officer will then communicate this information to the researcher who will be encouraged to resubmit an amended protocol for review.

6. The Institutional Review Board will require that a research project be halted at any point when it determines that the research is not being carried out according to the procedures described in a previously approved protocol, or that the procedures described in the protocol are not in conformity with University policy.

7. After a research project has been completed, if in reviewing the project the Institutional Review Board determines that the research was not carried out in conformity with the previously approved protocol, it will make a record of this determination for its files. This determination will

then be taken into account whenever the researcher submits a protocol for new or continuing research in the future.

8. The decision of the Institutional Review Board in all cases will be final and not subject to appeal. The Board will, however, always provide the Director of Research with reasons for its actions, and these reasons will be communicated to the researcher as described in section 5 above.

9. The Institutional Review Board will be responsible for elaborating and modifying University policy in this area. All statements of policy must be approved by the Director of Research and by the Academic Council before they become effective.

10. The Institutional Review Board will be responsible for developing and modifying detailed procedures for reviewing research to ensure its conformity to University policy in this area. All new procedures and all modifications of earlier procedures must be approved by the Director of Research and by the Academic Council before they become effective.

AC: 5/15/89

