1. Welcome and Introductions Rev. Massa, S.J.

2. Approval of Minutes of March 11, 2010* Rev. Massa, S.J.

3. Student Government Association Report

4. Strategic Plan Implementation* Dr. Kvet and Dr. Petty

5. Facilities Update Dr. Kvet and Dr. Petty
   a. New Construction Plans
   b. Residence Hall Renovation Plans

6. Enrollment Update Mr. Liberto

7. Curricular Initiatives Approved in 2009-2010* Dr. Kvet

8. *Faculty Handbook* Revisions* Dr. Kvet
   a. University Professor ACTION
   b. Sabbatical Leave Policy ACTION
   c. Emeritus Status ACTION
   d. Parental Leave for Full-time Faculty ACTION

9. Executive Session

*Enclosure
A regular quarterly meeting of the Academic and Student Affairs Committee of the Board was held on Thursday, March 11, 2010, at 1:00 p.m. in Monroe Library, Seminar Room 4. The minutes of December 3, 2009, were approved as submitted.

Student Government Report
Ms. Cooper gave a final report on her tenure as president of the Student Government Association (SGA). Her goal this year was to work on communicating with students to develop a more positive outlook across the student body. She expressed her appreciation to Dr. Petty, Dr. Kvet, and this Committee for their support. SGA elections are underway and a new SGA president will attend the May Board meetings. Ms. Moran commended Ms. Cooper for her work this year and Committee members applauded Ms. Cooper.

Enrollment Management Report
Mr. Liberto gave an update on fall enrollment projects and distributed a report of current application statistics. Total applications for first-year and transfer students are up in all colleges and quality indicators are comparable to last year. Mr. Liberto discussed his long-term plan to decrease the discount rate gradually. This year merit scholarships will be reduced somewhat, while need-based award will not. His office is working to rebalance the mix of merit and need-based awards. Committee members discussed the use of test scores and grades in making admissions decisions and predicting academic success.

Assessment
Dr. Kvet and Dr. Petty presented a series of assessment reports on benchmarking with other universities, first-year seminars, Collegiate Learning Assessment (CLA) results, National Survey of Student Engagement (NSSE) results, and alcohol and drug use. Copies of the reports were provided to committee members. Benchmarking data compared Loyola University New Orleans to the Jesuit reference group and to the university’s peer group in areas including enrollment, student need met, minority enrollment, six-year graduation rate, first-year retention, and quality statistics for enrolled students. An interim assessment of the fall 2009 first-year seminar program
indicates positive results in course evaluations and student perceptions of learning reflection and thought, critical thinking, and acting justly. CLA testing measures student learning during their time at Loyola in analytic writing, make-an-argument, critique-an-argument, and performance tasks. NSSE results were presented on student satisfaction with their academic and intellectual experiences and the institutional environment at Loyola. Dr. Petty presented a report on alcohol and drug use on campus and discussed measures she and her staff have taken to change the culture on campus. There is now zero tolerance for illegal alcohol and drug use. Loyola and Tulane standards are now similar. Loyola offers extensive education, counseling, and a wide array of athletic and wellness programs to combat alcohol and drug use.

Facilities Planning Update
Dr. Kvet reported that renovations on Thomas Hall are rapidly progressing and expected to complete within a year. Facilities planning consultants are working with Student Affairs and Academic Affairs faculty and staff in planning for extensive renovation to Monroe Hall and a new student center/residence hall. In late March, requests for qualifications will be sent to architects with selections to be made by June. Dr. Kvet said we want to move cautiously yet aggressively in implementing Phase II of the master plan because the university has a dramatic need for residence hall space and we have a major classroom building that is disintegrating. Plans are being made to address retention during the construction disruption. Close attention will be given to how the campus looks during construction.

At 2:30 p.m., the Trustees went into executive session to take action on the proposal to renew the phased retirement plan for tenured faculty and several honorary degree nominations.
Enhance Jesuit Values

This strategy will be implemented through the following action plans:

**Jesuit Values: Center for Volunteer Service**

With the establishment of a Center under Mission & Ministry, service (Community-based learning and volunteer learning) at Loyola will be raised to a higher profile and more fully integrated with academics and Jesuit values. There will be a renewed focus on quality, on reflection, and in coordinating Loyola’s outreach into the community. Service will be more accessible to students, faculty-staff and alumni and there will be more support for all service-related entities and organizations at Loyola. We will advocate for growth in the overall number of such academic and co-curricular service experiences available to students.

- Began planning of new *Center for Volunteer Service* including hiring of Jesuit Center Fellow to initiate the planning. This includes dialogue with community partners, faculty, staff, and students to assess needs and resources; fundraising activity, including *Raskob Foundation* grant for reflection program; exploration of transportation needs and data collection; and investigation of partnerships.
- Increased immersion programs: New programs include Bayou Immersion over spring break for wet land reclamation efforts in Louisiana/El Paso Experience in May along the Texas/Mexico border.
- Started the application to the *Carnegie Classification in Civic Engagement*, working with the Office of the Provost, Service-Learning, and Student Affairs to coordinate Loyola’s application.

**Jesuit Values: Orientation and Formation in Jesuit Values**

Through Mission & Ministry’s collaboration with each office on campus, orientation and formation programs on Jesuit values will be offered across the university. This includes components for the Board of Trustees, for faculty and staff, for students, and for alumni and parents.

**AND**

**Jesuit Values: Faculty Support**

There will be renewed support for faculty to assist them to find expression of the University’s Jesuit/Catholic mission and identity in academic programming. Specific steps include new faculty orientation and faculty support through orientation and workshops to assist in the development of Jesuit mission-related components in courses and in majors; working with deans and faculty to implement programming that explicitly advances Jesuit values, and links mission and identity appropriate to each college.

- Hired staff to initiate conversations and programs for faculty & staff relating to the school’s Jesuit & Catholic mission and identity and student interns to assist in facilitation and expansion of Jesuit Center activities (Loyola Week/ Lenten Series, etc) for faculty/staff/ students and alumni.
- Expanded Jesuit/ Catholic component in new faculty orientation & in new staff orientations.
• Implemented workshops for all offices (divisions) and facilitated sessions at College faculty meetings and Faculty Academy on the importance of mission & identity and on Ignatian pedagogy.
• Facilitated fall & spring discussions on Conversations magazine topics (for faculty & staff).
• Facilitated workshop on Ignatian techniques to remain spiritually healthy at the Staff Conference Day.
• Facilitated Jesuit Values & Vision of Education sessions for student leaders (Ambassador & Res Life staff).
• Initiating immersion trip for faculty/staff and alumni to Jamaica [May 2010] and another immersion trip in May 2011 to Belize & Ignatian Pilgrimage to Spain & Rome [May 2011] for faculty/staff/ and Board.
• Initiated and continuing to expand spiritual offerings for faculty/staff including Advent Day of Recollection/ Lenten Retreat in Daily Life & Directed Retreat at Center/Grand Coteau, [May 2010].
• Planning Jesuit/Catholic retreat held for Board members [March 2011].
• Facilitated second year of developmental student Retreat Program.
• Continued growth in Christian Life Communities (CLCs).
• Hired a new Associate Chaplain (Ken Weber) for music and liturgy, revitalizing student attendance and participation in campus liturgies and improving the quality of music.

Jesuit Values: Collaboration with Jesuit Network

Building on the vast world-wide network of Jesuit educational institutions, there will be initiatives to expand academic and non-academic collaborations with Jesuit colleges and universities across the U.S. and world-wide. Unique collaborative and cooperative programs and initiatives will be developed between Loyola and other Jesuit schools.

• Began collaborative relationship with Center for International Education (CIE) and the Center for Caribbean and Latin American Studies to develop pilot projects to outreach to Jesuit institutions in Central and South America.
• Initiated dialogue with the Missouri and Belize Jesuits to explore possibilities with Belize.
• Began exploring expansion of our international immersion trips into other countries, such as Honduras, Haiti and even Uganda in the near future.
• Initiated an Ignacio Volunteer scholarship, supporting a graduate (Chris Knibbs) of the Jesuit high school in Jamaica. Chris is now on full-scholarship with M&M supporting his room and board. Scholarships to two Mayan youth in Belize to attend junior college for teaching credentials have also been awarded.
Improve Student Retention

Our strategy to improve student retention will be implemented through the following action plans:

First-Year Experience
Develop and implement a fully integrated First-Year Experience program grounded in academic first-year seminars and supported by learning communities – both residential and non-residential through Student Affairs and linkages with the Office of Mission and Ministry.

- First-Year Experience (FYE) Steering Committee established.
- Pilot Fall 2009: Fall seminars had a learning community hosted by Student Affairs staff.
- Pilot Spring 2010: Spring Seminars tested the “cluster” approach to learning communities with faculty.
- Full delivery of Learning Community Clusters, Fall 2010, includes Academic Affairs/Student Affairs designed and sponsored co-curricular experiences integrated within each first year seminar and residential cluster programming.
- Collaborated with Academic Affairs on FYE design, implementation, and assessments.
- All incoming students will take a first-year seminar in 2010-11; 40 seminars scheduled, half in fall, half in spring.
- 22 faculty members participated in Faculty Academy development program for first-year seminar teachers. The curriculum includes incorporating Jesuit mission and identity into seminars.
- “Learning clusters” established connecting four to five seminars on the same themes. Students will live in the residence halls with other students in their clusters.
- Co-curricular programming was established for each learning cluster, coordinated by faculty and Student Affairs staff.
- Significant Refurbishments of Residential Lobbies: Cabra, Carrollton, Biever, and Buddig Halls are scheduled, Fall 2010.
- La Divina at Loyola (Carrolton Hall build-out) opens Fall 2010.

Enhance the Athletic Program
Provide an intercollegiate athletic program that has a regional reputation and supports the Jesuit mission of development of the whole person through participation in teams, teamwork, and sportsmanship by increasing the number of intercollegiate athletic sports in which student-athletes may be recruited and participate.

- Addition of Women’s tennis, Fall 2009
- Addition of Men’s tennis, Fall 2010

Student-Parent Engagement and Communications
Introduce a full program for engaging students who are at a higher risk not to persist at Loyola. It will include a special communication flow to them and their parents, faculty engagement, and an assessment of academic advising.

- Undergraduate applications are up over 20% over last year and expect to set a new record at about 5200. Without high demand and the enrollment derived from it, we cannot fund the plan.
Currently, we are on pace to enroll the new class of 800 first year students and 125 transfer students, despite significant pressures in the global economy.

- We have increased our communications to parents and current students. We have been deliberate about making sure that parents of first generation students are better informed about the transition to college and the pressures that college students face. We are about to begin our work of assessing and enhancing our advising models to make sure that all students receive the full benefit of great mentorship and guidance.

- We created a student success and retention coordinator position in enrollment management to ensure continued communication with current students, improvement to early warning systems and their execution, and to pursue a case-management model for retention.

**iLive (Ignatius Loyola Institute for Values Education)**

The Institute will serve as a springboard for best practices in preparing students for civic-minded lives of purpose. To this end, the Institute would encompass first-year, sophomore, and capstone experiences; learning communities; wellness initiatives (substance abuse prevention & decision-making); student leadership; honor code; civic engagement (service learning & community service); and spirituality.

- Jesuit Speakers Series launched Spring 2010
- Program plan for implementation, Fall 2010
- Strengths Quest student assessments to date: 2,100
- Strengths Quest Leadership Seminars launched Spring 2010

**Academic Success Center**

Create an Academic Success Center with services designed to help all students succeed academically, take full advantage of curricular options such as internships and directed research, obtain on-time graduation, and secure post graduate employment or graduate school admission.

- Physical proximity of the Career Center and Academic Resource Center planning phase of new Student Center, Spring 2010
- Collaboration with Academic Affairs on Academic Advising, Spring 2010
- Campus-wide Academic Advising Planning Team on the enhancement of academic advising Fall 2010.
- Sophomore Program vocational discernment series piloted, Spring 2010
- Sophomore Year Programming Committee formed Spring 2010
- Full Sophomore Year Initiative launches Fall 2010
Enhance Reputation and Stature
Our strategy to increase the reputation and stature of the university will be implemented through the following action plans:

Enhance the Common Curriculum
A revised and enhanced Common Curriculum will be implemented. The new core curriculum builds on the current Common Curriculum, including discipline-specific courses in a wide variety of areas and a series of seminars that are intended to cross traditional disciplinary boundaries, in the process providing students with a broadly liberal education rooted in Jesuit values.

- A faculty committee has produced a proposal to revise the Common Curriculum, which forms the core of study for all Loyola students, with the goal to update the educational experience it offers to all students. In its current form, the proposal calls for a first phase to begin in fall 2010 where all new students will take first-year seminars.
- In the second phase, fall 2011, the new introductory common curriculum will be introduced. Full phase-in of the entire curriculum will be a five-year process.
- The gateway to the new curriculum is the interdisciplinary first-year seminar, a course in which students explore a single topic through the lens of multiple disciplines. The seminars lay the foundation for Loyola’s Jesuit education, as they foster critical thinking and address issues of social justice in the classroom, community, and the world. The seminars are already being offered in a pilot program, and response from students and faculty has been enthusiastic.

Enhance Academic Programs
Undergraduate and graduate programs will be strengthened and developed through the following initiatives:

Graduate Education
Enhance the development of Graduate Education during the next six years through new interdisciplinary programs, online delivery, and satellite locations.

- Graduate Council was reactivated and established processes are in place for reviewing graduate program proposals. A graduate program strategic plan is near completion. Two new online programs were approved this year and will begin operating in summer 2010.

Online Program Technology
Develop programs using innovative technology, such as online instruction through the Blackboard online course management system, streaming media, web and video conferencing, and interactive classrooms that will increase student enrollment and retention and national interest in the university.

- An online task force was established. Online program technology is expanding with appropriate attention to pedagogy and utilization of resources. Current expansion of online courses and programs is in our evening program, summer session, and graduate/professional programs. Procedures are in place for reviewing online course and program proposals.
**Interdisciplinary Programs**

Enhance existing distinctive programs and those which demonstrate unique market advantages; develop new programs and strengthen existing programs that are distinctive in subject matter and that are cross-disciplinary, inter-departmental, and inter-college programs based on subject matter upon which no other University competes; and house interdisciplinary studies and other cross-college programs in a centralized location.

- Chairs and directors of interdisciplinary programs now meet regularly to share concerns and needs. Action plans for interdisciplinary programming are being developed.

**Program Accreditation and Certification**

Explore program accreditation/certification for all programs where available/applicable to ensure state-of-the-art practices across professional programs.

- Initial steps have been taken to seek accreditation for the School of Mass Communication and the Criminal Justice program.
- Carnegie Certification committee has established and is preparing the University’s application for community engagement certification.

**External Reputation**

The external reputation of the university will increase through the following initiatives:

**Rankings in U.S. News and World Report**

Significantly improve ranking in U.S. News & World Report’s Masters Universities in the South over next six years through enhancement and promotion of reputation and stature of the University.

- Quality and frequency of publications has significantly increased. Planning has begun to produce an annual Provost’s Report to highlight faculty and student accomplishments.
- Peer Perception campaign was implemented with specific publications scheduled for each month. Publications are mailed to a wide range of targeted constituencies.

**Alumni Giving**

Increasing alumni participation in the Annual Fund is essential both to fund University programs and to increase the U.S. News ranking of the University. Enhancing the methods of solicitation currently employed, increasing the number and specificity of solicitation, and increasing personal contact with alumni will support these two essential goals.

- From August 2009 through March 2010, a total of 2,954 alumni made a gift (cash and pledge) to Loyola compared to 2,173 same time last year, for an increase of 35%. Overall a total of 4,777 donors made a gift to Loyola compared to 3,382 for same time last year, for an increase of 45%.
• The Fall Direct Mail campaign to alumni raised $57,674 from approx 382 donors. (1.19% response rate) The Spring Direct Mail to alumni renewals mailed in mid-February has to date raised $23,444 raised from approximately 190 donors (1.67% response rate).
• The Phonathon Appeal raised $172,546 from 2,294 donors, which represents an increase of 18% in total donors compared to same time last year.
Curricular Initiatives Approved in 2009-2010

Curricular Proposals Approved by SCAP

New Concentration in English: Film and Digital Media
Through the Film and Digital Media (FDM) concentration within the English major, student will be prepared to be readers and writers of literature and film. Students will study how literature and poetry are presented, produced and published on the web, e-readers, and in film. Students will master the skills required to read, critique, write and edit literature, film, and poetry in electronic form and adapt to the ever changing innovations that now typify literary communities.

New Interdisciplinary Minor in New Orleans Studies
The New Orleans Studies minor provides students with an in-depth study of the history, culture, society, environment and representations of the city of New Orleans, offering a model for understanding larger issues of the urban experience through a close examination of a specific place. Incorporating a broad range of disciplines, the minor supports the university’s mission of working for a more just world by providing students with a critical understanding of the city in which they live.

Executive Master of Business Administration in China Program
This program will be offered jointly by Loyola University New Orleans, acting as the lead school, and the Graduate School at Shenzhen, Tsinghua University in China. Most of the classes in the program will be conducted on the Shenzhen branch campus of Tsinghua University in Shenzhen, China by Loyola or Loyola appointed faculty. Upon completion of all the requirements, the participants will obtain an Executive Master of Business Administration (EMBA) degree from Loyola University New Orleans.

RN to BSN Curriculum Revision
Due to changes in the contemporary healthcare environment and nursing profession, the RN-BSN curriculum has been revised to reflect current educational needs of the RN-BSN student. Further, the American Association of Colleges of Nursing (AACN), an organization that provides standards for baccalaureate programs in nursing issued new standards in October 2008. Since the School of Nursing used these standards to develop the current RN-BSN curriculum, it is imperative that the current curriculum be revised to meet these new standards. The new RN-BSN curriculum consists of 27 hours of upper division hours. Students may progress through the program taking nursing courses in two years or 6 semesters of part-time study or in one year or three semesters of full-time study. The curriculum and delivery of courses is designed for the working registered nurse to allow for flexibility in progression plans. Students may enter into the program in any semester. Using a hybrid format, courses continue to be offered on campus and...

**Loyola Institute for Ministry (LIM) Online Program**
The Loyola Institute for Ministry (LIM) will offer its 36-credit Master and Certificate of Pastoral Studies (MPS and CPS) and Master and Certificate of Religious Education (MRE and CRE) entirely online. In addition, LIM will offer its 18-credit graduate certificate in an all-online format. The students to be served are primarily professionals working in church settings and other adults who seek professional graduate ministry education or higher-level faith formation. Many of these people have no immediate access to in-person graduate ministry education in their locations. This change entails minimal impact on the curriculum, except to offer a new opportunity to revisit and reflect on it and keep it viable and fresh.

**New Online Master of Science in Criminal Justice Administration**
The Master of Science in Criminal Justice Administration [MSCJA] is designed to appeal to both private and public sector practitioners. After careful examination of the needs and demands between both fields, the criminal justice department developed a 12-course Master of Science that is explicitly designed to provide education that is grounded in empiricism and is aligned with the core principles of Jesuit education. The program’s core curriculum will address essential concepts and skills that have both meaning and value to the private and public sections of justice administration and corporate risk administration and management. The program, which will be delivered completely online through our existing platform, Blackboard, is designed so that students can complete all twelve courses in a year and a half.

**Master of Science in Counseling Program Revision**
The Master of Counseling program has increased from 54 to 60 the number of required credit hours and introduced specialization tracks which include Marriage and Family, Group, and Play Therapy. While the principle reason for increasing the program to 60 credit hours is to meet the new accreditations standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the increase provided an opportunity to expand the specialization tracks offered in the counseling program in order to meet the educational goals of our students and the service needs of the community. The program changes will also offer graduates more versatility and portability within the profession. Graduating students will be qualified for additional certification and licensure. Furthermore, increasing the hour requirement to 60 and expanding the tracks for specialization in counseling will provide state-of-the-art clinical education as well as wider professional opportunities for our students to meet the diverse mental health service needs of the community.
To: Kevin Wm. Wildes, S.J.  
President

From: Edward J. Kvet  
Provost and Vice President for Academic Affairs

Date: April 22, 2010

Subject: Proposed Revisions in the Faculty Handbook

On behalf of the University Senate and the University Faculty Handbook Revision Committee, I am submitting a request for Board of Trustees approval of four revisions to the Faculty Handbook. The revisions concern the following policies and procedures:

- University Professor
- Sabbatical Leave Policy
- Emeritus Status
- Parental Leave for Full-time Faculty

Under the proposed revision for University Professor, the faculty member and the related budgetary control would remain in the faculty member’s college and department instead of under the direct supervision of the Provost and Vice President for Academic Affairs.

The revision in the Sabbatical Leave Policy is requested in order to explicitly state how qualifying time is counted for sabbatical leaves.

Proposed changes in the Emeritus Status policy include an explanation of the application process and dates to apply for emeritus status. Descriptions for emeritus privileges are updated with current terminology and additional explanations.

Revisions in the policy for Parental Leave for Full-time Faculty would provide additional guidance and flexibility for the affected faculty member and for the university when parental leave is taken.

The proposed revisions have been approved by the University Senate and reviewed by the university’s Office of General Counsel.

Enclosures
Proposed Revision to *Faculty Handbook*  
Chapter 4, page 5, paragraph A. 5.

5. University Professor

University Professor is a rank that may be awarded to a person who is *highly* distinguished in his or her profession. It is a permanent appointment for as long as the recipient is employed fulltime by the University. A University Professor may be appointed, from time to time, by the President or Provost and Vice President for Academic Affairs with the advice and consent of the University Rank and Tenure Committee in consultation with the dean and department(s) where the primary affiliation or joint affiliations rest. A University Professor may offer courses in any College with the approval of the Dean and departmental faculty of the College concerned. A University Professor exercises budgetary control and works under the direct supervision of the Provost and Vice President for Academic Affairs.
E. Sabbatical Leave Policy

3. Eligibility

a. All full time tenured faculty members are eligible for a sabbatical leave after they have completed seven years of continuous service as Ordinary Faculty at the University. Normally, subsequent sabbatical leaves are granted in the seventh year or after 12 semesters of qualifying service. Credit may be granted for professionally relevant leaves taken since the faculty member’s last sabbatical leave. Credit eligibility for sabbatical leave may not be accumulated beyond seven (7) years, unless a fully approved eligible or qualifying leave is denied solely for the convenience of the department, college, or university. Where a faculty member is eligible or has qualified for sabbatical leave but is prevented from taking the leave as a result of administrative necessity, any years of qualifying service past the terminal date for previous sabbatical leave shall count toward the next sabbatical leave. A sabbatical leave may be granted to the same person no more than once in any seven years.

b. Eligibility does not imply an automatic right nor an automatic granting of a sabbatical leave.

c. The number of sabbatical leaves granted in any given academic year will be determined by the academic feasibility of releasing the faculty member for the period requested and by the amount of money available for granting such leaves. The University will budget directly funds to provide for sabbatical leaves.

d. A sabbatical leave may be granted to the same person no more than once in any seven years.


Proposed Revision to *Faculty Handbook*

Chapter 6, page 8, paragraph J.

**J. Emeritus Status**

The following policy applies to all Ordinary Faculty members and academic administrators who hold faculty rank.

1. Loyola considers granting emeritus status upon retirement to all assistant and associate professors, professors and university professors and academic administrators who normally have given 15 or more years of service to the university and who have made significant contributions to the university.

2. A faculty member should notify the chair/area chairperson/area coordinator and Dean, and academic administrators should notify the Provost, one year in advance, of their intention of retiring at the end of the following academic year. The chair/area chairperson/area coordinator, as representative of the department/area in which the faculty member has held an appointment, will nominate eligible faculty members for emeritus status to the respective College’s Rank and Tenure Committee and dean. (In the absence of a nomination from the chair/area chairperson/area coordinator, an individual may self nominate himself/herself.) Following thorough review of all information, the College Rank and Tenure Committee will forward to the Dean a recommendation regarding the granting of emeritus status prior to April 1-January 31 in the year which they are retiring. The Dean appends his or her recommendations and sends both to the Vice President for Academic Affairs prior to April 1-February 15. If all three, namely, the College Rank and Tenure Committee, the Dean, and the Vice President for Academic Affairs after consultation with the President, agree, the case is settled. Should one of the three parties disagree, the promotion is denied, but the faculty member may appeal the decision to the University Rank and Tenure Committee, which shall consider the case in its entirety and forward its recommendation to the President, who adjudicates the matter. Unless the President has compelling reasons, he will follow the recommendation of the University Rank and Tenure Committee; in the event he does not, he will give the University Rank and Tenure Committee and the faculty member his reasons in writing.

3. Newly appointed emeriti faculty will be recognized each year at an appropriate university event at graduation.

4. Emeritus privileges include:
   a. Faculty privileges in the University Libraries.
   b. Notification by mail of all University events for faculty or open to faculty.
   c. Bookstore privileges, educational benefits, use of recreational/sports athletic facilities, parking permits, and faculty club and dining privileges.
   d. Tuition and scholarship benefits for dependents available to the Ordinary Faculty.
e. Continued research support including assistance from the grants and research office in preparing external grant requests, and office space, as available, and upon approval of the dean and provost.

f. Retaining university email privileges unless the faculty member requests removal.

g. Whenever there is a need for part-time teaching, the Deans of the colleges shall consider emeriti faculty members to teach courses in their special areas of expertise. Compensation will be appropriate to rank and emeriti status.
Proposed Revision to Faculty Handbook
Chapter 12, page 2

OTHER BENEFITS

**Paid Parental and Maternity Leave for Full-time Faculty**

Paid parental leave is time off from work for the birth or adoption of a child, or the assignment of a foster child. Full-time faculty members who have been with the University for at least six months will be entitled to eight weeks paid parental leave (or 16 weeks at half pay) upon birth or adoption of a child, or the assignment of a foster child. Parental leave will begin upon birth or adoption of a child, or the placement of the child. Leave for a full-time faculty member incapacitated due to pregnancy or childbirth may commence prior to birth of the child.

Because parental leave is foreseeable, faculty must ordinarily provide at least 30 days advance notice, and must arrange details of the leave with his or her department and dean, seek the concurrence of the dean and department regarding such logistics as course coverage, supervising majors, and committee assignments, as well as approval by the provost and vice president for academic affairs. When the leave allows for advance planning, the curricular obligations of the faculty member on leave should be accommodated by creative scheduling such as team teaching, rescheduling classes, course load adjustment, or cancellation of classes. Faculty may address appeals of these decisions to the University Conciliation Committee. When curricular responsibilities remain after all of the options listed above are utilized, part-time faculty may be hired to cover those responsibilities. Future course reductions for departmental colleagues who take on a significant portion of the teaching duties of the faculty member should also be considered.

Paid parental leave will begin at such time as may be determined by the University and the full-time faculty member. Such leave must commence and conclude within a 12-month period beginning with the first day leave is used. Paid parental or maternity leave will run concurrent with **FMLA** Family Medical Leave Act (FMLA) leave entitlement if the faculty member is entitled to FMLA leave.

Upon completing and submitting to the Office of the Provost the Parental Extension Form, a tenure track faculty member who becomes the parent of a child (either by birth or adoption), shall be eligible for an automatic one-year extension of the probationary period for tenure. This automatic extension, however, may be waived if the faculty member so desires and so indicates by selecting the appropriate block on the Parental Extension form.

No more than two extension requests will be granted; however, the second extension request (for the birth or adoption of a subsequent child) must be submitted in writing to the Office of the
Provost. Such request will not be automatically granted but rather is subject to approval of the Provost.