



PALO ALTO UNIVERSITY

FACULTY HANDBOOK, Section A

(Revised June 2016)

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INTRODUCTION TO THE FACULTY HANDBOOK

The Faculty Handbook has been prepared in order to compile the University's policies and procedures that pertain to the University's faculty members. As of June 2016, the Faculty Handbook is a document in the midst of a continual process of revision by the Faculty Handbook committee comprised of Faculty and Administrators.

Each year, sections of revised or new text are voted on and approved by both the Voting Faculty and Provost. New approved text is provided as Section A at the beginning of this document, and the old sections that remain to be revised in future years are appended as section B. Together, these two sections comprise the 2016-17 Faculty Handbook. Please note that the numbering systems for the two sections are different, which will remain so until the entire Handbook revision is complete.

1. THE HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE OF PALO ALTO UNIVERSITY

1.1 History

OVERVIEW

Note: see <http://www.paloaltou.edu/about/history> for additional details about the University's history.

Palo Alto University (PAU) is a private, not-for-profit educational institution, founded in 1975 as the Pacific Graduate School of Psychology (PGSP), an independent professional school. To reflect the growth of the institution to include masters and undergraduate programs, PGSP re-incorporated as Palo Alto University in August 2009. PAU is dedicated to education with an emphasis in the behavioral and social sciences; to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship. PAU engages regularly in a multi-year strategic planning process, the most recent of which may be accessed at <http://www.paloaltou.edu/about/strategic-plan>.

As of 2016, PAU confers degrees in clinical psychology (M.S., Ph.D., and Psy.D.), counseling psychology (M.A.), and general psychology with emphases in business and social action (B.S.). PAU is accredited by the WASC Senior College and University Commission (WSCUC), with programs accredited by the American Psychological Association (APA).

PAU frequently collaborates with regional and international institutions to achieve its mission of engaging minds and improving lives. The student body is highly diverse and represents those seeking a first-time degree, re-specialization in clinical psychology, or an additional degree in their field of practice. Students come to PAU with undergraduate and graduate training backgrounds from a wide range of fields including education, sociology, biology, business, law, and physics.

UNIVERSITY PRESIDENTS

In 1975, Dr. Robert Kantor became the school's first president and faculty were hired to begin instruction. Dr. Kantor was a prominent psychologist who trained at UC Berkeley.

Dr. Allen Calvin was hired in 1984 after serving as Dean of the School of Education at the University of San Francisco. To enhance the credibility of the school and the ability of its graduates to be licensed, Dr. Calvin began the process of evolving the institution so as to meet accreditation standards. Under Dr. Calvin's 30+ years of leadership, PGSP transformed from a graduate school with a single doctoral program of psychology into an accredited university with multiple undergraduate and graduate programs, and particular strengths in areas such as diversity. Dr. Calvin also emphasized the importance of a strong faculty as the vehicle of creating a high quality academic institution. During these years, the Board of Trustees approved a tenure system for faculty at the University, a Faculty Senate was established, and an AAUP Chapter was formed.

Following Dr. Calvin's announcement that he would retire, a 2-year process was initiated to recruit the next President of the University. At the time of the writing of this document, the process of hiring a new University President was well underway, with hopes to finalize and announce a new University President in Spring of 2016.

SELF-DEFINITION IN A CHANGING FIELD

During PAU's initial period of seeking accreditation, accrediting agencies across the country attempted to reconcile Ph.D. degrees that differed in content. Specifically, the clinical psychology PhD degree that PGSP and other professional schools awarded at the time was quite different from the PhD awarded by university-based PhD programs. University programs trained small numbers of students, were heavily research-oriented, and had as their mission the training of the next generation of faculty members in clinical psychology. Professional schools trained many more students, were more practice oriented, and sought to train practicing clinicians. Accrediting agencies sought greater consistency between the training students received and the degree the institution offered. Many professional schools chose to move to the Psy.D. degree as a way of clarifying their mission. PGSP, at the time, decided to continue offering a Ph.D., and this decision required a rigorous balance of research and clinical training consistent with a practitioner-scientist model for the Ph.D. program. These decisions continue to define PAU's unique place in the field today, including the nature of its faculty.

EXTERNAL PARTNERSHIPS AND GROWTH IN PROGRAMS

Responding to managed care and other social changes in the 1980s and 1990s affecting mental health service provision, PAU began to broaden its offerings. A WASC-approved, joint Law and Psychology program leading to a J.D. and Ph.D. was established in 1997 with Golden Gate University; this program matriculated its last students in the 2014-15 academic year. The PGSP-Stanford Psy.D. Consortium began and was approved by WASC in 2002, followed by PAU's first B.S. completion program in conjunction with De Anza College in 2006. This program focused on Psychology and Social Action and offered courses on the community college campus to improve access to undergraduate education. In 2009, the undergraduate Business Psychology program began at Foothill Community College, paralleling the program at De Anza in structure, with students obtaining their bachelor's degree from PGSP after completing their associate of arts degree at the community college. In 2013, a second Psychology and Social Action program was started at the College of San Mateo.

PAU was granted WASC approval for a distance education M.S. in Psychology program in 2000. The M.S. in Psychology is primarily a preparatory program for students seeking entrance to a Ph.D. program. WASC accredited the PAU M.A. in Mental Health Counseling distance education program in 2009, as well as onsite and distance education programs leading to an M.A. in Counseling or Counseling Psychology in 2011. A M.S. degree in Forensic and Correctional Psychology became available in 2010. PAU onsite masters degree programs are offered at the main campus and the Gronowski Center facility in Palo Alto, as well as, through cooperative agreement, at Cabrillo College campus in Scotts Valley.

The University participates in collaborations with many community organizations, including Stanford, the Department of Veterans Affairs Palo Alto Medical Center, and numerous community mental health care organizations. In addition, PAU sponsors several academic centers devoted to child mental health, evidence-base care for LGBTQ clients, excellence in diversity and community care, and Internet-based global healthcare. PAU also maintains several international collaborations, supporting local clinical practicum training in China, Argentina, and India for students who participate in the online PAU M.A. in Counseling and Counseling Psychology programs. PAU has also supported research and assistance to communities recovering from trauma (for example, in Rwanda and Cambodia).

1.2 Mission

1.2.1 Core Values and Mission

1.2.1.1 Mission Statement

Engaging Minds and Improving Lives Locally and Globally through Innovative Education

1.2.1.2 Core Values

All existing and envisioned programs should embody the following core values:

- Diversity in all endeavors
- Excellence and distinction in all aspects of programs and operations
- Innovation in the pursuit of science, evidence-based practice, and pedagogy
- Operational transparency
- Fiscal responsibility
- Strong, collaborative relationships with local, national, and international partners
- Commitment to each student's personal and professional growth

1.2.1.3 Vision Statement

Through collaborative leadership, we transform in measurable and accountable ways the quality of lives through psychological insights, scientific rigor, and compassion for humanity.

1.2.2 Educational Assumptions and Outcomes

Palo Alto University programs are characterized by innovative and creative collaborations with a variety of institutions in the San Francisco Bay area and the larger global community. Palo Alto University programs reflect a commitment to rigorous academic learning environments, and scientific inquiry as well as evidence-based, socially engaged clinical training and service provision. The aim is to produce graduates and clinicians whose professional activities are grounded in science and the highest professional practice standards. Palo Alto University offers a select but diverse range of undergraduate, masters, Psy.D. and Ph.D. programs, emphasizing the integral role of psychology and the social sciences in a wide variety of academic and applied disciplines. The scientific and professional rigor and the broad range of degrees offered make Palo Alto University uniquely suited to attract and train students at all levels who aspire to improve the human condition.

All aspects of the didactic and experiential preparation of clinical and counseling students are consistent with the appropriate professional organization (e.g., American Psychological Association's Ethical Principles of Psychologists, the American Counseling Association's code of ethics). Sensitivity to issues related to cross-cultural, multi-ethnic, and other individual differences are prioritized in all educational efforts of the University.

1.2.3 Accreditation – Rationale for seeking regional and professional/program-specific accreditation

Regional (WASC, WSCUC) accreditation of the University as well as national (APA and CACREP) accreditation of programs have been longstanding priorities of the faculty and administration at PAU. PAU has been accredited by the WASC (now named the WASC Senior College and University Consortium (WSCUC)) since 1987. PAU's Ph.D. program is accredited by the American Psychological Association (APA, since 1988). The Psy.D. program has been accredited by APA since 2006, the first year in which it was eligible for APA accreditation. The Counseling Masters program is in the process of pursuing Council for Accreditation of Counseling Related Educational Programs (CACREP) accreditation as of April 2016.

Doctoral students and faculty directly benefit from various research, internship, and educational financial aid programs that require enrollment in or graduation from an APA-approved program. APA accreditation is also a key element in facilitating PAU doctoral students' eligibility for state licensure. Students receiving a doctoral degree from the University and completing 1,500 hours of appropriately supervised post-doctoral internship hours are eligible to sit for licensure examination in the State of California and other states.

Up-to-date information concerning the academic programs offered by PAU is contained in the Catalog/Student Handbook that is available on our website at www.paloaltou.edu. Documents describing the licensing, approvals

to operate, accreditation of PAU by WASC, and accreditation by APA are available at <http://www.paloaltou.edu/about/licensing-and-accreditation>.

1.3 Academic Programs

The University confers Bachelors, Masters, and Doctoral degrees. Descriptions of these programs are included in the university course catalog, which may be found here:

<http://www.paloaltou.edu/admissions/admissions-resources/catalog>

2.4 Policies Related to Appointments and Hiring

2.4.1 Full Time Faculty Positions

2.4.1.1 Search Procedures

Note: See the PsyD program Appendix for further specific information about Search and Appointment Procedures specific to the PsyD consortium program.

Faculty hiring needs for full-time faculty positions are recommended by the voting faculty of each program in collaboration with the program chair/director. These needs are submitted for budgetary approval by the Provost. Once funding for a position has been confirmed by the Provost, a Faculty Search Committee is established by the voting faculty of the program to conduct a search. Because faculty are hired as University faculty of PAU, search committees shall have two full time voting faculty members from two other programs at PAU (or in the case of the PsyD Consortium, one full-time faculty member from another program at PAU and one full-time member of the Stanford faculty). These two full-time members will be selected by their respective programs rather than the program that is hiring. At least 50% of the members of a Faculty Search Committee will be comprised of full-time voting faculty from the program that is hiring (with the exception of any one program that has fewer than two full-time voting faculty members). Workload distribution within a Faculty Search Committee will be determined by its members, with recognition that some Faculty Search Committees may decide that more active leadership or participation in the search process may come from committee members from the program that is hiring.

Except in rare circumstances of the identification of a targeted senior hire, search and appointment of full time faculty positions on the Tenure and Teacher Scholar lines will be open searches conducted and advertised at the national level. The chairperson of the Search Committee writes and submits advertisements for faculty positions to relevant professional journals, academic job websites, and email lists.

Applications are submitted to the Chairperson of the Search Committee. The Chairperson organizes preliminary review procedures. All applications are reviewed by the Search Committee members. Ratings of each dossier for quality of publications, teaching and research experience, or other qualities relevant to the posted position, are made. Ratings are used to guide the selection of candidates for interview.

The interview process consists of a formal interview conducted by all members of the Search Committee, individual meetings with selected faculty members and students of the program, and a formal colloquium presentation announced and open to the entire University Faculty. At the close of each applicant's interview, PAU faculty from programs other than the primary program hiring, can submit a statement with comments, concerns, or recommendations about particular faculty candidates. These statements should be submitted to the Search Committee for consideration, and also forwarded by the Search Committee to the hiring program's voting faculty. Following the close of the search, the Search Committee makes their recommendations to, and forwards the statements from faculty of other programs, to the voting faculty of the program that is hiring (and faculty

affiliated with that program as in the Stanford Consortium). A ranked-order list of acceptable candidates is submitted by the Program Chair/Director to the Provost for administrative approval and appointment.

In cases of emergency or in those exceptional cases in which a full-time position must be filled when the University is not in session, a concerted effort will be made to conduct an interview and vote consistent with the process outlined here.

2.4.1.2 Appointment Procedures

Appointments of full-time faculty are made by the President on the basis of recommendations by the hiring program's faculty vote and the Provost. In accordance with PAU's shared governance principles, the Provost and President normally exercise veto power regarding specific faculty hiring recommendations in rare cases, and provide written feedback regarding the reason for such adverse decisions, with the restriction that there will be no communication of information that is deemed to violate the applicant's right of privacy. The Program Director and/or Faculty Chair may contest such an adverse decision and request further administrative deliberation in these cases.

Faculty rank for appointments is designated according to criteria demarcated in Section 2.5 of this handbook (Qualifications and Criteria for Rank Levels). Determinations of rank and level for each new faculty hire should be made based on recommendations of the Faculty Standards and Review Committee, and contracts for new faculty hires should be negotiated in collaboration with the Program Director/Chair and the Provost, taking into consideration the relevant program needs and institutional resources to be allocated to each position.

No commitment binding on the University concerning appointment or terms of appointment including rank, salary, and experience credited can be made without approval by the Provost and incorporated into the records of the case.

2.4.2 Part-Time and Adjunct Faculty Positions: Search and Appointment Procedures

Requests for part-time and adjunct appointments are made by the Program Director/Chair and are subject to budgetary approval by the Provost. The initiating program should provide adequate evidential material to support the request, including the need for the position and desired qualifications of the requested appointee. Qualifications for Adjunct Faculty members are determined by the appropriate Program Directors/DCT in consultation with the Provost.

The University maintains a record of all persons who have held teaching positions at any level at Palo Alto University. Thus, upon appointment, the Program Director/Chair should send at minimum a vita, application materials, and supporting documentation. Where there is any likelihood of a continuing relationship, the data provided should be equivalent to that provided for full-time and core faculty.

2.4.3 Visiting Faculty: Search and Appointment Procedures

Visiting faculty will be appointed by the Provost in consultation with the Program Directors/DCTs and the Faculty Chair. Visiting faculty appointments are limited to the time period written in their contracts. For a visiting faculty member who desires to be hired onto a full time faculty line on the Teacher Scholar or Tenure lines, the processes specified above for the search and appointment of full time faculty must be followed. Refer to the Visiting Faculty lines description in Section XX for further description of the definition of a Visiting Faculty line member.

2.4.4 Qualifications and Procedures for Initial Appointment to Rank (Instructor, Assistant Professor, Associate Professor, Professor)

Rank of initial appointments are negotiated between the Program Director/DCT, Provost, and faculty member. Qualifications for rank of full time and core faculty should be determined in consultation with criteria described in section 2.5 below

At initial appointments leading to tenure, the contract will indicate the amount of experience, if any, which the University has recognized as applicable toward promotion in rank and/or tenure. In special cases, step on PAU's salary scale may be independent of number of years to promotion and/or tenure.

Appointments to the rank of Associate Professor or Professor are made only after the Chairperson of the Faculty Standards and Review Committee has been consulted and the faculty have approved hiring at the advanced rank.

2.6.3 Annual Merit Pay/Promotion/Contract Review Process for Assistant and Associate Professors on the Tenure and Teacher-Scholar lines

A. The Faculty Standards and Review Committee (FSRC) collects Annual Faculty Reports and meets annually to discuss recommendations regarding merit raises, retention, and promotion, and produces a FSRC summary report evaluating the full time or core faculty member.

B. Annual Faculty Reports and accompanying FSRC summary report and recommendations regarding merit raises, retention, and promotion are sent by FSRC to the individual faculty member in question. The individual faculty member is given the option to write a response letter to the FSRC. The response letter, annual faculty report materials, and FSRC summary report would then be sent to the Program Director/DCT and Provost.

C. Junior Faculty Professional Development Meetings: Described in *Section 2.8*, "Faculty Development."

D. The Program Director/DCT will meet with the Provost and discuss the evaluation and ranking for each member of the program, the merit recommendation to be made to the Provost, recommendations for promotion in Step or Rank, and the proposed contract agreement for service in the next academic year.

E. The Provost will review the recommendation of all Program Directors/DCTs and will recommend the amount of merit raise and contract allocation to be given to each member of the faculty. Where conflicting recommendations have been made by the Provost and Program Director/DCT, they shall be reported to the President, who will make a final decision.

F. The Program Director/DCT and individual faculty members will be informed of decisions relating to merit and contract allocations for the next academic year. In case of any decision contrary to their recommendations, reasons for such decisions shall be given in writing, upon request.

These procedures will be communicated to all relevant faculty in the annual evaluation memorandum from the Provost, sent at least 30 days before the annual reviews are to be submitted to the FSRC.

2.8 Faculty Development

2.8.1 Full-Time Junior Faculty Mentorship and Professional Development Program

Full-time Assistant faculty on the tenure or teacher-scholar lines are paired with a senior faculty member (Associate or Full Professors) who provides mentorship and support. This mentorship may occur across lines and programs. Assistant faculty should approach and request that a senior faculty member of their choice take them on as mentees.

Full-time Assistant faculty on the tenure or teacher-scholar lines are provided \$5000 per year for up to six years for use on research, scholarship, or professional development activities. This junior faculty professional development fund is administered through the Office of Academic Affairs.

2.8.2 Full-time Junior Faculty Professional Development Meetings

At the end of each academic year, each FSRC-evaluated full-time or core junior faculty member meets with the FSRC Chair, Program Director/DCT, Faculty Chair, Senior Faculty Advisor, Dean, and Provost as a group, in a professional development meeting. The purpose of this meeting is to discuss the faculty member's FSRC summary report (detailing an evaluation of the faculty's performance), with the primary purpose of providing support to ensure junior faculty members' success in the University. The meeting should result in a contract outline for the next academic year.

Individual faculty members are encouraged, if so desired, to meet privately with their Senior Faculty Advisor, Faculty Chair, and/or Program Director/DCT prior to the above-referenced professional development meeting, to discuss or problem-solve any concerns about their FSRC summary report or upcoming contract.

2.8.3 Sabbatical Leave

Recognizing the necessity for faculty members to acquire new experience to enrich their teaching and also to provide time for research projects and writing, the University supports the principle of sabbatical leave.

The purpose of the sabbatical leave program is to free faculty members from their normal School duties, enabling them to pursue their scholarly interests full time and maintain their professional standing so that they may return to their posts with renewed vigor, perspective, and insight. Those eligible to take sabbatical leave are: Assistant Professors, Associate Professors, and Professors in the tenure line.

Sabbatical leave is not automatic. It is granted by the Provost following approval of a leave request form by the program Director/DCT. Upon return from sabbatical, a report is submitted to the Provost and appropriate Program Director/DCT.

The application for leave includes a description of arrangements to cover the faculty member's instructional responsibilities, supervision of his or her dissertation students and advisees, and other administrative duties for which he or she is responsible. In addition, the application must describe activity planned for the leave period. If the individual expects to receive income during the sabbatical period to supplement his or her sabbatical salary, a description of the activities generating such income, and the anticipated amounts, should be included (except for consulting activities performed in accordance with PAU's consulting policy). Substantial changes in leave plans and/or supplemental income require approval by the program Director/DCT.

The compensation associated with a sabbatical leave is intended to make it financially possible for a faculty member to carry out his or her leave program. Projected earnings may be taken into account in the decision to grant sabbatical leave and in setting the percentage of salary to be received from the University. Total compensation during a sabbatical leave should not normally exceed the faculty member's full-time PAU base salary for the leave period. Normal raises and benefits will not be withheld by reason of the sabbatical leave.

The maximum accrual of service towards sabbatical is 36 quarters (12 years), for a maximum sabbatical leave of 1 year. It is not necessary to obtain PAU's approval for accrual of any amount up to the maximum. Accrual beyond this maximum is normally not permitted. The minimum length of sabbatical is one quarter at 50% salary. The maximum length of sabbatical leave is one year at 100% salary. See Table 1 to determine leave eligibility and rate of pay during leave.

To be counted toward sabbatical leave, fulfillment of specified contractual duties must be met. Time spent on leave without salary, absence by reason of illness, periods of pure research, and full-time non-teaching service are normally excluded in calculating sabbatical eligibility. Faculty on a quarterly calendar may accrue a maximum of 3 quarters towards sabbatical eligibility in 1 year. A fourth quarter of teaching or sponsored research does not add sabbatical eligibility. Service at all visiting faculty ranks and as Assistant Professor (Subject to Ph.D.) may be accrued toward sabbatical leave if the individual is subsequently appointed to an eligible rank, provided that these appointments are contiguous.

A faculty member is expected to serve at PAU for at least one year following completion of a sabbatical leave; this year should not be a one-year terminal extension of a regular term appointment. Under usual circumstances, sabbatical leave may not be taken during the academic year immediately preceding retirement.

Eligibility for sabbatical leave continues for every full-time faculty member who returns for at least one full year of full-time teaching before retirement unless illness, injury, or death of the member makes the return impractical or impossible.

A faculty member on sabbatical leave may not take a regular faculty or administrative position at another institution of higher education.

2.8.3.1 Junior Faculty Sabbatical/Leave

PAU recognizes the need to provide opportunities for junior faculty to develop their research and scholarship. To assist them during a critical period of their careers, non-tenured assistant and associate professors may, after three years of service and if approved by the Provost, borrow up to three years of service to be eligible for a sabbatical leave of longer duration and/or a higher rate of pay up to the sabbatical policy maxima. Tenured faculty may not normally borrow sabbatical leave eligibility.

2.8.4 Educational and Short-term (Retraining, Internal or External) Paid Leave

Educational and Short-term Paid leave for retraining purposes can be negotiated on an as-needed basis with the Program Director/DCT and Provost.

2.8.5 Travel and Conference Attendance

The University recognizes that members of its faculty are interested in attending conventions of learned or professional societies as a means of keeping abreast of their fields of teaching and research, and the University will, within its financial resources, strive to support such attendance for its full-time and core faculty members.

It is presumed that under ordinary circumstances such attendance will not interfere with academic duties. If the situation warrants absence from class, the approval of the Program Director/DCT and the Provost is required.

Faculty members who have research grants from sources outside the University are encouraged to provide for their travel expenses from these grants.

Full-time faculty members on the tenure or teacher-scholar line may ordinarily expect to receive support for one travel request per academic year, not to exceed \$1500; additional requests will be subject to available funds.

The Provost's Office administers this travel policy.

2.8.6 Faculty Development Funds

In addition to travel funds described above, budgeted funds for faculty development for full-time faculty are granted, with priority given for research expenses and other job-related professional training. Approval is subject to budget availability from the DCT or other appropriate program Director.

Under 2.11: Policies and Guidelines Regarding Faculty Responsibilities and Privileges

Faculty Eligibility to serve as PI or Co-PI on PAU IRB Protocols

All PAU Faculty members who are employed 50% time or greater (in any of the PAU programs) and on the Teacher-Scholar, Tenure, or Research faculty lines are eligible to serve as a Principal Investigator (PI) or Co-Principal Investigator (Co-PI) on Palo Alto University (PAU) IRB Protocols. Adjunct Faculty must be sponsored by an eligible PAU PI to submit protocols to the PAU IRB. Potential eligibility to serve may be extended on a case by case basis to other qualified members of the University. Pending development of larger research support services, a PI/Co-PI eligibility committee hosted by the Faculty Senate (comprised of PAU full-time faculty from the Teacher-Scholar or Tenure lines) will review such cases.

4. Administrative and Financial Policies of Interest to the Faculty

4.1 General Administrative Policies and Resources of Interest to the Faculty

For a comprehensive list of other administrative policies relevant to the faculty, including emergency closing procedures, room reservation process, purchase orders/ reimbursements, nepotism, confidentiality, electronic communication, and auto damages, please see the Employee Handbook at https://my.paloaltou.edu/ICS/icsfs/Staff_Handbook.pdf?target=a922fd0c-fcb0-443b-b079-ec318a3db78 .

4.2 Keys

Keys and classroom codes for faculty working on the Main Campus or 5150 Campus will be provided during the on-boarding process. Faculty are not to make duplicates of keys on their own, however, faculty may request duplicate keys for the offices to share with fellow faculty and/or students by emailing facilities@paloaltou.edu. Students are responsible for ensuring return of keys once they no longer need access to the space.

For off-hours events and access to spaces for office hours, adjunct faculty may request keys from facilities@paloaltou.edu.

Faculty at other campus locations should contact their Program Manager for instructions on obtaining keys.

Keys are to be returned to facilities at the conclusion of one's institutional affiliation.

4.3 Mail

All full time and core faculty have mailboxes in the building in which their office resides. PAU's mailing address for all faculty is: 1791 Arastradero Road, Palo Alto, CA 94304. Mail arriving on campus is delivered daily to faculty mailboxes located at either main campus or 5150 El Camino Real. Interoffice and U.S. outgoing mail should be placed in "outgoing mail" slots located near faculty mailboxes. Outgoing mail is processed daily. PAU postage should not be used for personal use. Faculty should write the relevant department code on the upper left part of the envelope for any PAU-related mailings. Individual faculty research funds should be used to cover research-related mailings.

4.4 Telephones

Each faculty office and lab has a telephone with an assigned extension. See the link below on the faculty portal for phone use instructions:

https://my.paloaltou.edu/ICS/icsfs/Avaya_IP_Phones_End_User_Guide.pdf?target=bba0e202-3760-4766-b1f5-a43fcdc9e35f

4.5 Classroom/Instructional Technology Resources

The classrooms on the Main and 5150 campuses are each equipped with a lectern, computer, projector, speakers, DVD player, classroom recording equipment including a microphone, and SmartBoard technology.

See the link below or visit the faculty portal for SmartBoard instructional videos:

<http://smarttech.com/Resources/Training/Training+Search?Products=SMART%20Notebook%7CNotebook%20Express%7CNotebook%20Math%20Tools%7CNotebook%20SE&Training%20Type=All%20Training%20Types&Audience=All%20audiences>

4.6 Faculty Personnel Records

Adequate data should be provided to support actions and decisions about faculty members, particularly those regarding appointment, tenure, promotion. The documents provided must indicate in full the qualifications of the individual, both personal and professional, in order to justify any action taken and indicate clearly that it conforms to the standards of the policies enunciated in this section. Even the appointment of an Instructor should be supported in as much detail as possible because evidence for promotion or reference for appointment at other universities will depend in part upon it. An official file of such documents and other records of the individual's activity and performance will be kept in the Office of Academic Affairs. Such information may be made available to the Faculty Standards and Review Committee in connection with its consideration of applications for promotion in rank or advancement to tenure, which will be retained only in the confidential files of that committee and according to its procedures concerning privileged information.

The Office of Academic Affairs may specify, from time to time, update the type and amount of information which should be provided to his/her office. In order to make the files complete the Provost may request information on current faculty members where adequate data is lacking. Such information shall be maintained in confidential files and privileged from disclosure to anyone except the President, the affected faculty member, or as required by law. It is the responsibility of the respective Program Directors to accumulate adequate evidential material, as required by this statement or as requested by the Provost, and to see that it is made available to the proper office and to the Faculty Standards and Review Committee whenever any action is initiated.

Please see the Employee Handbook for additional details about the legal and professional standards for confidentiality of employee personnel files.

5. STUDENT AFFAIRS POLICIES OF INTEREST TO THE FACULTY

Student Affairs policies are outlined in program handbooks that may be found by searching for specific programs on the PAU website at <http://paloaltou.edu>. Faculty are encouraged to review the student handbooks for all programs to which they contribute.

Faculty are also encouraged to familiarize themselves with the Family Educational Rights and Policies Act (FERPA) which can be found here: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

5.1 Sponsorship and Organizations

Palo Alto University has a wide range of student organizations that focus on cultural/ethnic and/or professional areas of psychology. Faculty play key roles in these organizations as mentors and supervisors. Although the initiatives and activities of these groups are generally student-driven, faculty advisors offer mentorship regarding areas such as effective communication; sensitivity to institutional needs and goals; appropriate documentation and process regarding use and reimbursement of budgeted funds; effective leadership including fair task delegation, planning, promotion, recruitment; and balancing extracurricular events with primary professional and academic training priorities.

Student Councils at PAU:

<http://www.paloalto.edu/about/departments-and-offices/student-services/student-councils>

Other Student Organizations at PAU:

<http://www.paloalto.edu/about/departments-and-offices/student-services/student-organization-directory>

5.2. Student Employment and Hiring

Refer to information from HR on the portal

(https://my.paloalto.edu/ICS/Business_OfficeHuman_Resources/Student_Employment_Services.jnz) for policies about student employment and hiring. Faculty are responsible for abiding by policies regarding student eligibility and hiring process procedures as specified in the Student Handbook.

6. EXTERNAL RELATIONS POLICIES OF INTEREST TO THE FACULTY

6.1. Communication Channels and Publicity for Faculty Activities

The University seeks, whenever possible, to publicize and promote scholarly and service activities and accomplishments of faculty members. All full-time and core faculty are required to provide information about their professional activities to be posted on a webpage within the PAU website. Faculty members are also strongly encouraged to work with the Office of Institutional Advancement to gain optimum external and strategic promotion of various activities for both the individual and the institution.

There are several vehicles the university utilizes to publicize faculty activities.

The University's website is largely maintained by the Director of Enterprise and Web Applications, who works in PAU's Information Technology Department. Front-page content often reflects faculty achievement, student achievement, and faculty-student collaboration. Faculty members should contact the Director of Enterprise and Web Applications to suggest web coverage of an event or accomplishment.

The Office of Institutional Advancement and Vice President of Community Development routinely distribute news releases regarding upcoming events, faculty achievement, student achievement, etc. To have an advance news release written and distributed to the media, contact the Vice President of Community Development a minimum of three weeks prior to an event and no later than two weeks following the receipt of an award, honor, etc. to receive appropriate internal and external coverage.

The Office of Academic Affairs also publishes a semi-annual newsletter that highlights student, faculty, and administrative progress. Faculty are invited to submit information about their professional activities for inclusion in the newsletter. This newsletter is shared with the PAU community.

6.2 Faculty Representation to External Entities

Faculty should refer to the 1940 AAUP Statement of Principles on Academic Freedom and Tenure for guidance about Faculty Representation to External Entities, including the following excerpt:

“College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.” (1940 AAUP Statement of Principles on Academic Freedom and Tenure, see Appendix).

PAU faculty, when speaking to entities outside the university and when not representing the university in an official capacity, should clarify that their opinions are those of their own and not of Palo Alto University.

Note that nothing written here is meant to supercede that written in the AAUP Statement of Academic Freedom (see Appendix).

7. PROCEDURES FOR AMENDING THE FACULTY HANDBOOK AND HANDBOOK ADDENDA

7.1. Amendment Categories

Amendments fall into two categories: (1) Corrections related to typographic errors or updates in references to outdated University information; and (2) Amendments to substantial content that relates to policies and procedures affecting academic programs and/or Faculty responsibilities, job status, or compensation.

7.2. Typographic and Other Non-Content-Based Corrections

Amendments involving simple typographic errors, obsolete website links, preamble, history, acknowledgements, or associated table of content lines may be implemented by the Faculty Handbook Committee or Faculty Senate without a formal vote. Non-substantive corrections may also include corrections such as title changes of administrators and name changes of offices or non-academic departments.

Such changes should be communicated in writing to the Faculty Senate, the Provost, and constituent faculty members via tracked changes. If an Administrator, Senator or constituent faculty members oppose the change on the grounds that the change represents a substantive content change, then the process outlined in Section 7.3 should be followed.

Unless determined by the Handbook Committee or Senate to be a matter requiring urgent faculty feedback, it is recommended that such changes be collected and communicated on a quarterly basis to the constituent faculty.

7.3. Amendments Reflecting Substantive Changes in Content

Each year in the Winter quarter, the Faculty Senate (or its designated Faculty Handbook Committee) will read the full faculty handbook to assess for accurate reflection of current policies and procedures. Amendment proposals may arise from this process, or may arise from the President, the Provost, an individual faculty member, or any group of faculty; in such cases, proposed amendments should be forwarded to the Chair of the Faculty Senate.

The Faculty Senate (or its designated Faculty Handbook Committee) will review and modify any proposed amendments and will then submit the proposed amendment to the voting faculty. Ideally, substantial proposed changes would be collected throughout the academic year and consolidated into a single change-tracked

document to be made available to voting faculty for at least 30 days (in the case of new or substantially re-written sections, tracked-changes are not necessary). Senators are encouraged during this time to request input from constituent program faculty.

Following faculty review and feedback, and at least $\frac{2}{3}$ approval by a majority of the Voting Faculty (a majority of Voting Faculty members must submit a vote to achieve a valid vote), the Faculty Senate will forward the proposal to the Provost who will approve the substantive faculty handbook amendments in consultation with the president. Approval of faculty amendments can be made in part. Should any substantive content changes be required, the final proposed amendment would be approved by $\frac{2}{3}$ of the Voting Faculty who submit a vote (a majority of Voting Faculty members must submit a vote to achieve a valid vote) before being forwarded to the Provost. Upon the Provost's approval, the modification becomes effective.

All final modifications of the Handbook, whether or not they represent substantive content changes, shall be delivered to all holders of the Handbook on at least an annual basis.

An authoritative edition of the Handbook Addenda will be published once a year on the second Wednesday of June. Before June throughout an academic year, forthcoming changes will be collected and posted on the Faculty Portal. Authoritative copies of the handbook will be distributed to the university community. One authoritative paper bound copy will be placed in the University Library, and a collection of the past seven years' authoritative electronic editions will be accessible via the Faculty Portal.

APPENDIX A – SABBATICAL LEAVE REQUEST

DETERMINING LEAVE ELIGIBILITY AND PAY QUARTERLY CALENDAR

Table 1

Service Quarters (excluding Summer)	Number of Sabbatical Quarters	Rate of Pay During Leave
6	1	50.00%
7	1	58.33%
8	1	66.67%
9	1	75.00%
10	1	83.33%
11	1	91.67%
12	2	50.00%
12	1	100.00%
13	2	54.17%
14	2	58.33%
15	2	62.50%
16	2	66.67%
17	2	70.83%
18	3	50.00%
18	2	75.00%
19	3	52.78%
19	2	79.17%
20	3	55.56%
20	2	83.33%
21	3	58.33%
21	2	87.50%
22	3	61.11%
22	2	91.67%
23	3	63.89%
23	2	95.83%
24	3	66.67%
24	2	100.00%
25	3	69.44%
26	3	72.22%
27	3	75.00%
28	3	77.78%
29	3	80.56%
30	3	83.33%
31	3	86.11%
32	3	88.89%
33	3	91.67%
34	3	94.44%
35	3	97.22%
36	3	100.00%

APPENDIX B – FACULTY SENATE CONSTITUTION

PALO ALTO UNIVERSITY FACULTY SENATE CONSTITUTION

Preamble

The Faculty Senate of Palo Alto University (hereinafter, the "Senate") is established in order to develop and express the opinion of the Faculty on academic and professional matters, to make the collective experience and knowledge of the Faculty available to the University President, and to facilitate the participation of the Faculty in forming the policies of the University. It shall be governed by this Constitution.

ARTICLE I: THE UNIVERSITY FACULTY

SECTION A. MEMBERSHIP

1. The University Faculty shall consist of the Professors, Associate Professors, Assistant Professors, Lecturers, and Instructors, including part-time and temporary appointees, who are active in their role at the University in the current academic year at 50% time or greater (the equivalent of 12 or more teaching units).
2. The Voting Faculty shall consist of: (a) all tenured and tenure-track faculty except for administrators at or above the level of Dean; (b) all faculty with renewable-term or continuing appointments; and (c) all other faculty who are contributing directly to academic instruction and education at the University during the current academic year at 50% time or greater (the equivalent of 12 or more teaching units) and voluntarily opt in to be a voting member of the faculty at the beginning of academic year.
3. Questions of eligibility for voting which may arise shall be settled by the Chair of the Faculty Senate. Any appeal of the decision should be taken to the Voting Faculty. The Chair shall prepare at the beginning of each academic year the official list of the membership of the Faculty and of the Voting Faculty as defined above.

SECTION B. RESPONSIBILITIES

1. The Voting Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, Faculty status (appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal), and those aspects of student life which relate to the educational process (including admissions policies and decisions). The primary responsibility of the Faculty for such matters is based upon the fact that its judgment is central to general educational policy. On these matters the power of review or final decision lodged in the Board of Trustees or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reasons communicated to the Faculty. It is desirable that the Faculty, following such communication, have adequate opportunities for further consideration and further transmittal of its views to the President or Board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of Faculty advice.

2. Further, the Voting Faculty shall have the right of review and action in regard to the following: (1) formulation of institutional aims; (2) creation of new programs, departments, and divisions; (3) major curricular changes, academic program issues, and other matters which in the opinion of the President of the University or his/her delegate affect the institution or academic programs; (4) requirements for admission and graduation and for honors and scholastic performance in general; (5) approval of candidates for degrees; (6) research; and (7) general Faculty welfare. However, actions taken by the University Faculty shall be subject to the authority of the President and Trustees in matters involving finance, personnel, and general University policy.
3. The Voting Faculty shall elect delegates to represent Faculty concerns on University committees, task forces, and the Senate. Such delegates shall carry a responsibility to communicate regularly with the Voting Faculty and/or relevant Faculty constituencies regarding actionable items that affect the academic functioning of the University community. Such delegates shall not make any agreements that restrict their ability to represent Faculty interests on these committees, task forces, or Senate.

SECTION C. PROCEDURE

1. The University Faculty shall conduct business according to Robert's Rules of Order, except as modified by Voting Faculty vote.
2. The agenda for University Faculty meetings shall be prepared by the Chair of the Faculty Senate with appropriate input from the Voting Faculty. Every member of the Voting Faculty shall receive a summary of the minutes and have an opportunity to review, correct, and approve the minutes.

SECTION D. MEETINGS

1. At least once each academic year, a convocation of the entire Voting Faculty shall be called by the Senate. The agenda shall be announced in advance.
2. At least twice each academic year, the University Faculty shall receive a report of Senate discussions and decisions. Special meetings of the Voting Faculty may be held at the call of the Senate or by action of the Voting Faculty. In addition, special meetings of the Voting Faculty shall be called by the Faculty Senate Chair in accordance with the provisions of Article IV, Section A of this Constitution.
3. Those members of the Voting Faculty present, but no fewer than fifty percent of the Voting Faculty on active duty at the beginning of the academic year, shall constitute a quorum for business at a Faculty meeting. Members not on active duty may, however, attend meetings and vote. Voting shall be by a simple majority of those present, except on procedural matters, which shall be governed by Robert's Rules of Order, and on amendments to this Constitution, which shall be voted upon in the manner prescribed in Article V.
4. Meeting attendance shall include all members of the Faculty, except for any administrators at the level of Dean or higher. However, the Senate may also vote to

invite specific administration, staff, student, or community stakeholders to attend part or all of a Voting Faculty meeting.

SECTION E. ESTABLISHMENT OF THE FACULTY SENATE

There is created the Faculty Senate to which the responsibilities of the University Faculty set forth in Sec. B are hereby delegated, with the specific exceptions of (1) the responsibility of approving changes in the constitution, and (2) the right of the Faculty to hold special meetings as described in Article IV. Further, the responsibility of developing and implementing Program- specific policies and procedures (including admissions standards and decisions, curriculum, subject matter, and methods of instruction) shall be retained by Voting Faculty members at the Program level. Finally, all actions under Senate delegation are subject to the rights of review and referendum reserved to the University Faculty by Article IV.

ARTICLE II: COMPOSITION OF THE FACULTY SENATE

SECTION A. ELECTED MEMBERS

1. *Definition.* The Senate shall consist of elected representatives of the Voting Faculty (hereinafter referred to as Representatives). Each Representative shall have one vote.
2. *Alternative Representative.* Any representative who must be absent from Senate meetings should request an alternative representative from his or her constituency.
3. *Duties:* Representatives are to familiarize their departments with the work of the Senate, to bring to the Senate such issues as referred to them by their constituents, and to represent their respective constituent interests and intentions when voting on and discussing Senate resolutions.
4. Removal of Senators prior to the end of one's 2-year term can be accomplished via 2/3 vote by that Senator's constituency members. The Senate may recommend to a particular program constituency the removal of its Senator, but the ultimate decision to remove a member shall be decided by the constituent body that elected the Senator. Removal of a Senate Chair can be accomplished via 2/3 vote by the Voting Faculty; the Faculty Senate can recommend such a removal but cannot implement this recommendation without a 2/3 vote of the Voting Faculty.

SECTION B. PRINCIPLES OF APPORTIONMENT

The following principles shall control the apportionment of Representatives in the Senate:

1. In the allocation of representation each University Program shall constitute a major constituency. The Senate may create from time to time other major constituencies as conditions warrant.
2. After deciding upon an appropriate total number of Representatives, the Senate shall provide that approximately one-half the total be allocated to major constituencies on the basis of degrees granted and course enrollments in those constituencies, and that approximately one-half be allocated to these major constituencies based on the number of

full-time members of the Voting Faculty from each constituency. In no event, however, shall any University Program receive fewer than two Representatives; nor shall any other major constituency receive less than one Representative.

3. For each major constituency that is allotted two or more Representatives, the distribution of the allotted Representatives shall be decided by the constituency subject to the following limitations:
 - a. Each major constituency entitled to more than one seat shall elect approximately one-half of its Representatives each year.
 - b. The number and composition of electoral units within which the allotted Representatives are to be elected shall be decided upon pursuant to a decision taken at a meeting open to all Voting Faculty members who are identified with that constituency for electoral purposes.
 - c. If necessary, in order to avoid multiple voting, members of the Voting Faculty who hold appointments in two or more electoral units shall certify the University Program with which they wish to participate for electoral purposes.
4. Every fifth year the Senate shall consider reapportioning the representation of the Voting Faculty in accordance with the principles set forth in the foregoing provisions of this section.
 - a. At the time of any periodic reapportionment, any major constituency may alter the number and composition of its electoral units pursuant to a decision taken at a meeting open to all Voting Faculty members who are identified with that constituency for electoral purposes.
 - b. Within these five-year periods, the Senate may:
 - i. Add Representatives if any major academic entity is created;
 - ii. Permit any major constituency to change the number and composition of its electoral units if organizational changes within the constituency warrant.

SECTION C. ELECTION OF REPRESENTATIVES AND ALTERNATES

1. During the Winter Quarter each year, the Faculty Chair, or a delegated member of the Senate, shall communicate with each University Program's Voting Faculty to review the election process, timing, and number of positions to be voted on for the following year.
2. During the Spring Quarter each year, votes shall be cast to the Senate by preferential ballot within each University Program. Each Program shall be responsible for their nomination process and for ensuring that their representatives are members of the Voting Faculty as defined in Article I, Section A. Representatives shall be elected by a majority vote from their respective University Program's voting constituency.
3. Vacancies due to sabbatical or other anticipated leaves will be filled by an ad-hoc election, ideally to be held in the spring preceding the planned leave, and the substitute will serve for the duration of the term s/he is filling or the duration of the leave, whichever is shorter. Unanticipated vacancies will be filled, where feasible, according to a vote by a quorum of Voting Faculty members within the respective constituent Program.

SECTION D. ELECTION OF FACULTY SENATE CHAIR

Votes for Faculty Senate Chair shall be cast by all members of the University Voting Faculty. The Chair cannot already be a member of the Senate, or must be replaced if she or he is already a Senator. The term for the Faculty Senate Chair shall be two years. In the event of the absence of the Faculty Senate Chair from a meeting, Senators may choose an Associate Chair among its members to run the meeting in his/her absence.

SECTION E. MEETINGS

1. At least three times each academic quarter, the Faculty Senate shall meet. Any Senator needing to miss a meeting shall contact his/her constituency to request a substitute representative.
2. A quorum of Senators to conduct Senate business shall be at least 80% of all representatives and shall include at least one representative from each Program or major constituency. A 2/3 vote is required to pass a motion.
3. The agenda shall be dispersed at least one week in advance.
4. Meeting attendance shall include all elected members of the Faculty Senate. In addition, the Senate may also vote to invite specific administration, staff, student, or community stakeholders to attend part or all of a Senate meeting.

ARTICLE III: DUTIES OF THE FACULTY SENATE

SECTION A. ACADEMIC DUTIES

1. The Faculty Senate serves as a legislative body representing the Voting Faculty as a whole with authority to pursue and adopt academic policies that are relevant to the functioning of the larger University community.
2. Responsibility for academic policies and decisions with specific Program implications are retained by Voting Faculty members within each Program constituency. Program constituencies, by majority vote of Voting Faculty members of specific Programs, may also refer Program-specific questions concerning academic policy to the Senate.
3. The Senate has the right of review of any academically relevant policies, but also has the right to delegate it to others.

SECTION B. ADMINISTRATIVE DUTIES

1. *University Planning and Policy Development*: Among the Senate's charged duties are to articulate the academic vision and mission for the University; to examine long-term academic trends and their implications for the University; to formulate academic policy issues for consideration by the Faculty; and to function as an advisory group for the President and Provost, whenever the Senate may so desire. In addition, all new programs

at the University must be reviewed and voted in by the Faculty Senate after consultation with its constituencies.

2. *Committee Governance*: All standing committees of the Voting Faculty (though not standing committees of specific Programs) shall become committees of the Senate and responsible to it.
 - a. In order to discharge the responsibilities delegated to it by this Constitution, the Faculty Senate is empowered to create, abolish, merge, or otherwise redefine functions of standing committees of the Faculty Senate.
 - i. Each standing committee under the jurisdiction of the Faculty Senate as provided for in this subsection shall have at least one Senator as member. In the case that a Senator is unavailable, a member of the Voting Faculty can stand in to represent the Senate
 - ii. Any member of the Voting Faculty is eligible for membership on standing or special committees.
3. *Communication*: The Faculty Senate shall communicate with major constituencies using the following methods:
 - a. Circulating the Senate meeting agenda to the full Voting Faculty at least one week before each Senate Meeting convenes.
 - b. Disseminating the Senate meeting minutes to the full Voting Faculty after minutes are approved by 2/3 of Senators.
 - c. Charging Senators to discuss actionable items with their constituencies in advance of each Senate meeting.

ARTICLE IV: THE VOTING FACULTY'S RELATION TO THE SENATE

SECTION A. FACULTY REVIEW OF SENATE DECISIONS

1. *Petitions for Review*: Any decision of the Senate shall be made an agenda item for a Voting Faculty meeting if requested by a petition signed by at least:
 - a. one-third of the Senate Representatives; or
 - b. two-thirds of the Voting Faculty members in any major constituency certifying that they or their constituency will be seriously and adversely affected by the decision. The petition must be presented to the Faculty Senate Chair within three weeks after the decision in question is communicated to the Voting Faculty.
2. *Scheduling of Reviews*: Upon receipt of a valid petition, the Faculty Senate Chair shall set the petition for consideration by a meeting of the Senate. In deciding whether to call a special meeting or to place the petition on the agenda of the next regular Senate meeting, the Faculty Senate Chair shall consider, in addition to the calendar, the importance of a rapid Senate review as perceived by the petition's proponents. If the next regular meeting of the Senate is scheduled more than four weeks after the date on which the petition is presented to the Faculty Senate Chair, a special meeting may be called on demand by the proponents of the petition.

3. *Notice of Special Meetings*: Written notice of convocation of any special meeting of the Voting Faculty shall be dispatched to all Senate members not less than one week prior to the meeting.
4. *Scope of Review*: Subject to the provision for automatic review of decisions taken at Senate meetings, the Senate may take any action it deems appropriate on the Senate's decision(s) specified in the notice of convocation. If no action is taken, the decision in question stands.
5. *Review Meeting Quorum*: At any special meeting convened for a review of Faculty Senate decisions, there shall be a quorum of at least two Voting Faculty representatives from each University Program.

SECTION B. REFERENDA

1. *On Petition of Representatives*: On petition of at least one-third of the Senate Representatives, a mail referendum shall be submitted to all members of the Voting Faculty asking whether they approve or disapprove the Senate decision specified in the referendum. Such petitions must be presented to the Faculty Senate Chair no later than three weeks after the decision in question is taken. Members of the Senate have the option of presenting written arguments of reasonable length which shall be delivered with the referendum to the Voting Faculty members. The Senate decision shall stand unless disapproved by a majority of those voting.
2. *On Petition of Representatives with Concurrent Petition for Senate Meeting*: If, on a given Senate action, petitions for both a mail referendum and a Voting Faculty meeting are presented, a meeting of the Voting Faculty shall be convened to adopt a ballot for the mail referendum on the question under review; the meeting shall not otherwise determine the question; and the mail referendum shall be held. Members of the Senate shall have the option of presenting written arguments of reasonable length, either on their own behalf or on behalf of individual constituents in their electoral group, which arguments shall be delivered with the referendum to the Voting Faculty members.
3. *By Vote of the Voting Faculty*: A Voting Faculty meeting may by majority vote order a mail referendum on any question which, under Section A of this *Article*, is properly before the meeting for decision.
4. *For Decision on Validation of Action at Meeting of the Voting Faculty*: For every decision taken at a Voting Faculty meeting that would set aside or modify a Senate decision pursuant to Section A of this *Article*, a mail referendum shall be submitted to all members of the Voting Faculty asking whether they approve or disapprove the Senate decision. If in that referendum a majority of those voting approves the Senate decision, that action shall stand as the official decision of the Voting Faculty; if not, the previous action of the Senate shall stand as the official decision of the Voting Faculty.

ARTICLE V: THE FACULTY SENATE CONSTITUTION

SECTION A. ADOPTION OF CONSTITUTION

This Constitution shall be effective when approved by a two-thirds vote of the Voting Faculty who submit a vote, and ratified by the President. A majority of Voting Faculty members must submit a vote in order to achieve a valid vote.

SECTION B. AMENDMENTS

This Constitution may be amended by a two-thirds vote of those Voting Faculty members responding to a ballot after presentation to at least one Voting Faculty meeting and at least two Faculty Senate meetings for debate, and subsequent ratification by the President. A majority of Voting Faculty members must submit a vote in order to achieve a valid vote.

SECTION C. DISTRIBUTION

The Chair shall keep on file a copy of this Constitution as amended from time to time, and shall distribute copies to all members of the Faculty by publication in the Faculty Handbook or otherwise.

ARTICLE VI: IN THE CASE OF DISPUTE BETWEEN THE FACULTY SENATE AND THE UNIVERSITY PRESIDENT

In the case of dispute between the President and the Faculty Senate that requires settlement, both parties agree to attempt to resolve the issue through mediation by a third party to which both the President and the Faculty Senate agree. If the issue is not satisfactorily resolved by mediation, both parties agree to submit to binding arbitration by a third party arbitrator to which both the President and the Faculty Senate agree.

ARTICLE VII: THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS' RELATION TO THE SENATE

The Senate embodies an AAUP-inspired model of principles and shared governance, and will consult with PAU's AAUP chapter for guidance and resources when relevant.

I, Allen Calvin, Ph.D., President of Palo Alto University (PAU), ratify and accept this PAU Faculty Senate Constitution.

DocuSigned by:

C77F69C27C484DE

Signature of Allen Calvin, Ph.D.

3/30/2016

Date

I, Joyce Chu , **Ph.D.**, as Faculty Senate Chair of Palo Alto University , certify that PAU's Voting Faculty voted to ratify this PAV Faculty Senate Constituti on as of May 4, 2016. In total , 75% (47 of 63) eligible voting faculty submitted a vote. Of those who voted , 94% (44 of 47) voted to ratify this constitution , and 6% (3 of 47) abstained .



Signature of Joyce Chu, Ph.D.

5/4/2016

Date

APPENDIX C – SENATE GUIDELINES FOR NEW PROGRAMS

Information needed for presentation of a new or expanded program for Vote by the Faculty Senate

All new programs at Palo Alto University (new programs and programs which PAU or PAU faculty within the scope of their PAU positions becomes associated with) are presented and voted upon by the Faculty Senate. In order to effectively review new program proposals, the Senate requests the information listed below. Information should be sent to Harrienne Mills (hmills@paloalto.edu) and the Faculty Chair (Joyce Chu, jchu@paloalto.edu), after which those interested in developing the new program will be asked to present at one of the Senate's monthly meetings (First Wednesdays, 9-11am). The Senate welcomes and encourages the opportunity to discuss and provide faculty feedback as early as possible in the process of new program development, to optimize collaboration and support. Note that the Faculty Senate encourages people proposing new programs to reference the WASC guidelines for developing new programs.

The Senate will focus its review on academic resources and curriculum, and make its recommendations to the Provost and President. Senate approval of new programs should be followed by subsequent business plan/financial approval by the administration.

Phase 1: Letter of Intent

- Programs are asked to submit a letter of intent to the Senate during early phases of development, providing an overview of goals and vision for the program). Program are also invited to attend a Faculty Senate meeting to discuss the proposed new or expanded program.

Phase 2: Full presentation

I. Requested Content: Academic Issues related to PAU's Strategic Plan

- Primary goals of the new or expanded program, including program learning objectives
- How the new or expanded program fits into PAU's core mission
- Short and long term visions for the program
- List of potential academic courses, draft curriculum plan, with elaboration of core competencies to be developed in the different courses
- Identify and address any potential overlap or competing interests with existing programs, including online programs
- Resources needed from PAU (e.g. new faculty lines, office space for said faculty, expansion into a new location or area of study)
- Details of any partnership agreements – in progress or anticipated
- Anticipated impact of the new program on our local and larger communities

- Analysis of accreditation plans or implications for the program, along with reflections on potential impact on PAU's larger WASC accreditation (or other accreditations such as APA or CACREP)

II. Requested Content: Academic Issues related to the Business Plan

- Market analysis
- Specific resources needed (faculty, staff, costs, space)
- Expected revenue generation
- Cost/benefit analysis of positioning the program as proposed, in the location proposed
- Description of all term commitments of the venture, including the ability of the President, in consultation with Faculty and the Provost, to dissolve the program.
- Operational details for rollout with a timeline