

FACULTY AND PERSONNEL REGULATIONS

(Note: This section was originally developed in the TIEC Plan, and while most of it is accurate, some of it is being modified to meet current conditions.)

A. FACULTY APPOINTMENT AND RENEWAL

1. Faculty Appointments

Faculty appointments are made by the Rector for final approval by the Board of Trustees. Initial appointments for full-time faculty shall be for a period of two years. Appointments are subject to renewal if mutually agreed. Renewal appointments shall be for a period of three years. Full-time faculty contracts will begin on September 1st and end on August 31st.

Part-time (adjunct) faculty are typically hired on an annual or semester basis.

2. Minimum Qualifications for Appointment

All candidates for appointment must be proficient in the English language. EFL faculty must be native English speakers. For other faculty, preference will be given to candidates who are either native English speakers or who have achieved native-level proficiency as demonstrated by a band score of 8.0 or higher on the IELTS, with minimum component test scores of at least 7.5. An equivalent score on TOEFL or other comparable exam may be substituted if necessary.

Other, program-specific minimum qualifications are as follows:

a. Preparation Year Program Faculty

(1) EFL Faculty

- English language proficiency
 - Native English speaker
- Degree
 - Bachelor's degree or equivalent in Teaching English as a Foreign/Second Language (TEFL/TESL), applied linguistics, foreign-language pedagogy, or a related field. Master's degree is preferred.
- Experience
 - Two years of teaching experience, preferably in a communicative-centered program.

(2) Math Faculty

- Degree
 - Master's degree in mathematics.
 - Doctoral degree will allow faculty of the Preparation Year Program also to teach Core Curriculum mathematics courses
- Experience
 - At least two years teaching experience at the college level.
 - Preference to candidates who have prior experience in teaching under-prepared college students and experience in cooperative learning and alternative forms of assessment.

(3) Study Skills Faculty

- Degree
 - Master's degree, preferably in psychology, counseling, educational counseling, or a related field.
- Experience
 - At least two years' teaching experience at the college level.
 - Preference to candidates with prior experience teaching under-prepared and/or EFL college students and experience in cooperative learning and alternative forms of assessment.
- Additional skills
 - Knowledgeable concerning computer-assisted learning.

b. Core Curriculum Faculty

(1) Subject Area Faculty

- Degree
 - Doctoral degree in the teaching discipline for professorial level positions.
 - For faculty teaching lower level courses, a masters' degree with at least 18 graduate semester hours in the teaching discipline may be allowed, at the discretion of the Dean of the Preparation Year and Core Curriculum and the chair of the academic department involved.
- Experience
 - At least two years of teaching experience at the college level.
 - Preference to candidates who have prior teaching experience in cooperative and collaborative learning settings.

(2) Assessment Capstone Series Faculty

- Degree
 - Doctoral degree.
 - For faculty who teach assessment courses only, degree may be in any field (including specialties such as education or psychology). Masters degrees may be permitted in some instances, at the discretion of the Dean of the Preparation Year and Core Curriculum.
- Experience
 - At least two years of teaching experience at the college level.

c. College of Business Administration Faculty

- Degree
 - Doctoral degree in a relevant discipline for professorial level positions.
 - For faculty appointed to the rank of Instructor (normally teaching only 1000 and 2000 level courses), a master's degree in a relevant discipline plus work experience in a professional environment.
 - For faculty in the Executive MBA Program, it is possible that the degree may be replaced by relevant work experience if other qualities important in a faculty member are also present.
- Experience
 - Significant teaching experience at the college level. For faculty in the Executive MBA Program, experience teaching MBA students or executives.
 - Preference will be given to candidates who possess prior experience in teaching in cooperative and collaborative learning environments.
 - For faculty in the Executive MBA Program, work experience in the discipline. The amount of work experience will depend on the level of the students. The more experience the students have, the more will be required of the faculty. Experiences can be in consulting rather than full time work.

d. College of Information Technology Faculty

- Degree
 - Doctoral degree in a relevant discipline for professorial level positions.
 - For faculty appointed to the rank of Instructor (normally teaching only 1000 and 2000 level courses), a master's degree in a relevant discipline plus work experience in a professional environment.

- Experience
 - Significant teaching experience at the college level.
 - Preference to candidates who possess prior experience in teaching in cooperative and collaborative learning environments.
- e. **College of Engineering Faculty (except Department of Interior Design)**
 - Degree
 - Doctoral degree in the teaching discipline for professorial level positions
 - A masters' degree plus at least 18 graduate semester hours in the teaching discipline may be allowed, at the discretion of the Dean of the College of Engineering and the chair of the academic department involved, to assist in laboratory instruction.
 - Experience
 - At least two years of teaching experience at the college level.
 - Preference to candidates who possess prior experience in teaching in cooperative and collaborative learning environments.
- f. **Department of Interior Design Faculty**
 - Degree
 - Master's degree in interior design or a closely related field for professorial level positions.
 - Experience
 - At least two years of teaching experience at the college level.
 - Preference to candidates with minimum two years of professional design experience in areas that relate to their teaching assignment.
 - Preference to candidates with experience with CAD and design related software.
 - Gender
 - Preference to female candidates.

B. EVALUATION OF FACULTY

The primary purpose for evaluating faculty performance is to improve the quality of student learning. A secondary, but also essential, purpose is to provide a sound basis for making decisions about promotion, salary increases, and renewal of appointment. The faculty evaluation process described herein shall occur on an annual basis starting in the second year of employment. The process includes self-evaluation, student evaluations, and evaluation by the Chair or Associate Chair. A comprehensive faculty evaluation report will be

prepared by the Chair or Associate Chair and provided to the faculty member annually, and a copy will be kept on file by the Chair. This evaluation report shall consist of (1) a summary of findings from the review of the professional portfolio (portfolio and portfolio review process described below), (2) a summary of student evaluation results (described below), and (3) the chair's or associate chair's evaluation.

1. Criteria for Evaluation

The PMU is committed to educating the whole person, recognizing that success in the world depends not only on knowledge of a specific academic discipline, but also on a broader set of skills and abilities. Accordingly, part of the distinctive character of the PMU is its commitment to six basic learning outcomes or competencies that all students must meet in order to graduate. While all of the courses and programs of study at PMU are designed to instill and foster these competencies, it is acknowledged that students are most likely to achieve them as the result of seeing them exemplified in, and practiced by their teachers and mentors. For this reason, the focus of PMU's faculty evaluation plan, and the basis for measuring faculty achievement, shall be the extent to which the faculty member has demonstrated mastery of the six basic competencies within the three areas of faculty achievement – teaching, scholarly and creative activity, and service.

2. Six Distinctive Competencies

The six designated PMU competencies address what PMU graduates will need to know, and what they must be able to do, in order to be successful in their chosen fields and to contribute to the development of their community and the Kingdom. These competencies, therefore, should be exemplified in the behavior of all faculty members. The six PMU learning outcomes are:

- **Communication:** the ability to communicate effectively in both English and Arabic in professional and social situations.
- **Technological Competence:** the ability to use modern technologies to acquire information, communicate, solve problems, and produce intended results.
- **Critical Thinking and Problem Solving:** the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.
- **Professional Competence:** the ability to perform professional responsibilities effectively in both local and international contexts.
- **Teamwork:** the ability to work effectively with others to accomplish tasks and achieve group goals.

- **Leadership:** the ability to be informed, effective, and responsible leaders in family, community, and the Kingdom.

3. Three Areas of Faculty Achievement

The primary areas of responsibility to which the PMU faculty member will devote his or her efforts are:

- **Teaching:** Including, but not limited to, instruction in the classroom, laboratory or other university settings; performing tasks auxiliary to teaching; advising students (for those faculty members who participate in the university’s Academic Advising Services) and maintaining office hours in accordance with university guidelines.
- **Scholarly and Creative Activity:** Including, but not limited to, exploring, discovering, and creating new knowledge and possibilities for its application.
- **Service:** Including, but not limited to, serving on department, college, university, and *ad hoc* committees; performing administrative tasks when required or requested; using professional expertise to contribute to the welfare of the local and wider communities; and providing leadership and support within one’s academic and professional discipline.

Though certain of the six distinctive competencies may be more easily or logically demonstrated within certain of the three areas of achievement, the ideal toward which all faculty members should strive, and which should serve as the hallmark for all components of the faculty evaluation system, shall be demonstrating each of the competencies within each of the areas of achievement, as suggested by the following matrix:

Distinctive Competencies	Areas of Achievement		
	Teaching	Scholarship and Creative Activity	Service
Communication			
Technological Competence			
Critical Thinking and Problem Solving			
Professional Competence			
Teamwork			
Leadership			

4. Self-Evaluation

Faculty self-evaluation consists of two components – the annual self-evaluation report and the professional portfolio.

a. Annual Self-Evaluation Report

Starting in the second year of employment and each year thereafter, by no later than the midpoint of the first semester, the faculty member will submit a self-evaluation report to the Chair or Associate Chair. In this report the faculty member will describe his or her activities and accomplishments in the areas of teaching, scholarly and creative activity, and service during the preceding year. All activities or accomplishments included in the report must be documented upon request by the Chair or Associate Chair.

b. Professional Portfolio

Starting in the second year of employment and each year thereafter, by no later than the midpoint of the first semester, the faculty member will make his or her professional portfolio available to the Chair or Associate Chair and to fellow faculty members as explained in the section below entitled *Portfolio Review*. Each faculty member should begin creating a portfolio during the first semester of employment, and it should be continually updated and maintained. The formal contents of the portfolio should include items that document the faculty member's professional development and achievement. The informal contents of the portfolio include anything else that the faculty member believes to be relevant and appropriate regarding his or her professional development.

5. Portfolio Review

Starting in the second year of employment and each year thereafter, by no later than the midpoint of the first semester, the faculty member will make his or her professional portfolio available to the Chair or Associate Chair and to those fellow faculty members within their department or program whose contracts have previously been renewed at least once. Criteria for portfolio review and standardized formats for recording the results of these reviews should be developed by the faculty within each department or program in conjunction with staff from the Professional Development Center. Reports of portfolio reviews by fellow faculty members will be forwarded to the Chair or Associate Chair.

6. Student Evaluations

Student evaluations are end-of-semester assessments of course content and instructional performance made by the students enrolled in the course. Student course evaluations will be conducted for all classes at the end of each semester. A generic course evaluation form should be developed by university faculty in conjunction with staff from the Professional Development Center. When warranted, individual departments or programs should develop program-specific items to be added to the generic instrument.

Course evaluation forms are to be filled out anonymously by students during a regular class meeting near the end of the semester. The faculty member will not be present in the classroom while students are filling out the course evaluation form. A student or another faculty member will return completed course evaluation forms to the office of the Chair or Associate Chair, where they will be maintained.

The results of the course evaluations for a faculty member's classes are released to the faculty member after semester grades have been posted.

7. Evaluation by Chair or Associate Chair

Starting in the second year of employment and each year thereafter, by no later than the end of the first semester, information from faculty members' self-evaluation reports, student evaluations, and personal observations, information will be used by the Chair or Associate Chair to evaluate each faculty member's performance in the areas of teaching, scholarly and creative activity, and service during the preceding year. The primary aim should be to foster improvement, and activities should be suggested for improving performance in specific areas where the need is indicated.

Within each of the three areas the faculty member's performance should be assigned a rating based on the following scale:

- Superior - 4
- Good - 3
- Acceptable - 2
- Poor - 1
- Unacceptable - 0

An overall rating will also be calculated according to the following formula in which "X" represents the rating assigned to teaching, "Y" represents the rating assigned to scholarly and creative activity, and "Z" represents the rating assigned to service.

$$\frac{2X+Y+Z}{4}$$

At the appropriate time the Chair or Associate Chair will provide the letter to the faculty member and schedule a meeting to discuss it. A faculty member who is dissatisfied with the ratings assigned by the Chair or Associate Chair must meet with the Chair or Associate Chair. Other faculty members may waive the right to this meeting if the Chair or Associate Chair also agrees.

If a faculty member remains dissatisfied with the ratings assigned by the Chair or Associate Chair after this meeting, he or she may request a review of his or her performance by a committee of at least three faculty members in the department whose contracts have been renewed at least once. If a department has an insufficient number of such faculty members, then faculty members from other departments may serve. The faculty of each department should elect the review committee before the evaluation process begins. This committee reviews the faculty member's performance and evaluation and makes its recommendation to the Dean separate from the Chair's or Associate Chair's recommendation. A faculty member dissatisfied with the Dean's resolution of the issue may undertake formal grievance procedures.

C. FACULTY PROMOTION

Promotion is advancement to a higher academic rank based on academic preparation, experience, and evidence of excellence in achievement and potential. Final approval of promotions comes from the Board of Trustees upon recommendation by the Rector. Promotions become effective immediately upon final approval.

1. Eligibility for Promotion Consideration

The promotion of a faculty member may be from the rank of Instructor to Assistant Professor, Assistant Professor to Associate Professor, or Associate Professor to Professor. The minimum requirements to be considered for promotion to each rank are as follows:

Assistant Professor: An assistant professor must have a doctorate in the teaching discipline from an accredited institution, and at least four years of college-level teaching experience.

Associate Professor: An associate professor must have at least four years of experience as an assistant professor.

Professor: A professor must have at least four years of experience as an associate professor.

2. Faculty Promotion Process

The faculty promotion process is an extension of the faculty evaluation process. As in the evaluation process, primary consideration is given to the candidate's achievements in the areas of teaching, scholarly and creative activity, and service. Also as in the evaluation process, a candidate's achievements in these three areas should be considered in light of the degree to which they have demonstrated mastery of the six distinctive competencies (communication, technological competence, critical thinking and problem solving, professional competence, teamwork, and leadership) within those three areas. Finally, as in the evaluation process, the candidate's achievement in the area of teaching should carry the greatest weight in determining the recommendation for or against promotion.

The materials and information to be reviewed in making promotion recommendations and decisions are the materials and information that are generated through the faculty evaluation process, including the promotion candidate's professional portfolio, student course evaluations, the Chair's or Associate Chair's annual performance evaluation letters, and the recommendations made at each previous point in the promotion process.

The Chair or Associate Chair, Department Promotion Committee, Dean, University Promotion Committee, Vice Rector, and Rector make recommendations concerning candidates for promotion. The Rector's recommendation is made to the Board of Trustees for final approval. If, at any point during the promotion process, a positive recommendation is not forwarded to the next level, the candidate will be informed in writing, in a timely manner, by the highest-level administrator who last reviewed the candidacy.

The Chairs and Associate Chairs, Deans, and the Vice Rector for Academic Affairs will work together to develop a promotion review timetable, including deadlines for actions by candidates and for recommendations by individuals and groups involved in the process. Final decisions should be made by the end of February.

D. FACULTY RIGHTS AND PRIVILEGES

In addition to the rights and privileges accorded to all employees of the university, faculty members have the following rights and privileges, among others:

- Access to various university facilities and services, including library, information technology facilities and equipment, dining services, recreational facilities, and others.

- Representing individual and faculty perspectives through serving on department, college, and university committees dealing with policies and procedures, shared governance issues, and other matters.
- A significant voice in the selection, evaluation, and promotion of fellow faculty members and administrators.

E. FACULTY RESPONSIBILITIES AND EXPECTATIONS

1. Faculty Workload

Faculty workload is measured in terms of contact hours. A contact hour is the amount of time and effort required for one hour of direct contact with students in an instructional setting, such as a classroom or lab. This includes the time and effort required to prepare for an hour of contact with students, to engage in that hour of contact, and to perform follow-up activities after the hour of contact. As an example, the time required for one hour of contact with students in an instructional setting might amount to three or more clock hours.

A faculty member's workload for a semester shall be expressed as a certain number of contact hours "or the equivalent" per week. The typical faculty member with, for example, a workload of 16 contact hours fulfills his or her workload responsibilities by preparing for, engaging in, and following-up on 16 hours per week of direct contact with students in instructional settings.

"Equivalent of a contact hour" refers to work assignments not directly related to contact with students in instructional settings, but equivalent in terms of the amount of time and effort required. As an example, in addition to 12 contact hours of teaching, a faculty member might be assigned some type of departmental administrative duties requiring time and effort equivalent to four contact hours. This faculty member's workload would then consist of 12 contact hours plus the equivalent of four contact hours, for a total of 16 contact hours "or the equivalent."

The standard workloads for full-time faculty are:

- Preparation Year Program, EFL faculty: 20 contact hours or equivalent per week
- Preparation Year Program, Math faculty: 18 contact hours or equivalent per week
- Preparation Year Program, Study Skills faculty: 16 contact hours or equivalent per week
- All college faculty: 16 contact hours or equivalent per week

The primary areas of faculty responsibility are teaching, scholarly and creative activity, and service. In addition, faculty members also have

responsibilities as members of the university and wider communities. Following are descriptions of each of these areas of faculty responsibility.

2. Expectations and Responsibilities Related to Teaching

Faculty members have the primary teaching responsibilities for the courses in their college or program. These responsibilities include selecting texts, preparing course syllabi, planning in-class activities, constructing student assessments, keeping grade records, supervising laboratory sessions, and holding regular office hours.

In addition, in both their professional and personal behavior, faculty members should demonstrate and model for their students the knowledge, abilities, and qualities of conduct and demeanor that the university strives to instill in all of its graduates. Chief among these are the six designated learning outcomes, as described above in Section VI.E.2. Six Distinctive Competencies:

- **Communication:** the ability to communicate effectively in both English and Arabic in professional and social situations.
- **Technological Competence:** the ability to use modern technologies to acquire information, communicate, solve problems, and produce intended results.
- **Critical Thinking and Problem Solving:** the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.
- **Professional Competence:** the ability to perform professional responsibilities effectively in both local and international contexts.
- **Teamwork:** the ability to work effectively with others to accomplish tasks and achieve group goals.
- **Leadership:** the ability to be informed, effective, and responsible leaders in family, community, and the Kingdom.

These six learning outcomes are intended to ensure that PMU students also will possess knowledge and abilities associated with mastery of the theoretical structures and methodologies of academic disciplines and professional competencies. This will further enhance their ability to function effectively as a practitioner and scholar in a selected field.

In addition to modeling the six learning outcomes, the teacher should:

- Strive to be accurate, objective, and effective.
- In the classroom, address topics and present materials consistent with teaching assignments as defined in approved course objectives.

- Encourage students' learning by manifesting the best academic standards of one's discipline or profession. The appropriate role for the teacher, both in and out of the classroom, should be as intellectual guide, counselor, and mentor.
- Establish a relationship of mutual respect and trust with students. If problems arise between teacher and student, whether regarding instructional matters or interpersonal difficulties, both parties should attempt to resolve them through informal, direct discussions before seeking resolution elsewhere.
- Demonstrate honest academic conduct and require the same from students. The PMU expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain academic honesty and integrity in their academic experiences both in and out of the classroom. The best way to ensure that students will adopt and maintain such standards of academic integrity is for those standards to be modeled by their teachers.
- Assure that the evaluation of a student's academic performance reflects the student's true achievement, through the application of criteria appropriate to the field of study and the course.
- Assure that students are free to express their opinions openly and to exchange ideas without fear of retaliation.
- Never exploit students for private advantage of any type. All forms of discrimination or harassment should be avoided, with the understanding that bias of any kind threatens the integrity and effectiveness of the learning environment.
- Observe department, college, and university policies regarding such matters as the statement of course objectives, examinations, office hours, course evaluations, and any other matters related to one's teaching duties and responsibilities.

3. Expectations and Responsibilities Related to Scholarly and Creative Activity

The university's mission includes advancing and sharing knowledge for the improvement of public welfare. Accordingly, faculty members have a responsibility to engage in scholarly or creative activity, including the conduct of research, in their area of expertise.

The faculty scholar should employ critical self-discipline and judgment in advancing, sharing, and using knowledge. The scholar should adhere to the highest standards of intellectual honesty in his or her own work, and when overseeing and evaluating the work of students and subordinates. Research and other scholarly and creative activity should be performed in a manner that is consistent with accepted standards of one's discipline, and

with legal, professional, and university guidelines, policies, and regulations governing such work.

4. Expectations and Responsibilities Related to Service

Faculty members should contribute through service to the university, the local and wider communities, and their professional disciplines. Examples of service activities in which the faculty member might become involved include:

- Membership on department, college, university, and *ad hoc* committees.
- Teaching continuing education or other non-credit courses.
- Serving in an official capacity in a professional organization.
- Uncompensated consultation in one's area of expertise for public benefit.
- Sponsorship of student, professional, or honorary organizations.

5. Expectations and Responsibilities Related to Membership in the University and Wider Communities

a. The university community

As colleagues, faculty members have responsibilities that derive from common membership in an academic community. These include the responsibility to:

- Respect and defend the right to free inquiry and the expression of one's views.
- Acknowledge the contributions of colleagues and students to one's own work.
- Provide honest and objective appraisals, in accordance with established department, college, and university criteria, when evaluating the performance of colleagues.
- Promote collaboration and mutual support among colleagues.

b. The wider community

As a member of the wider community, the faculty member has the rights and responsibilities of any citizen. In exercising these rights, the faculty member should make it clear that he or she is acting as an individual, either as a scholar with a particular field of expertise, or as a private citizen.

Faculty members should always remember that others may identify them as associated with the university, and that the university may be judged by their actions. In most cases there is no conflict between exercising one's rights as a citizen and one's responsibilities as a member of the university community. But if one's activities as a

citizen might interfere with faculty responsibilities, the faculty member should request a leave of absence, resign from his or her appointment, or limit those activities in order to avoid interfering with one's responsibilities as a member of the university community.

F. FACULTY CONSULTING AND OUTSIDE EMPLOYMENT

A faculty member is accountable to the university for 100% of the duties associated with his or her appointment in the three areas of teaching, scholarly and creative activity, and service. In some cases a faculty member's scholarly and creative and/or service obligations may be met by engaging in consulting or applied research in conjunction with the university's Division of Research Development and Continuing Education. Such activities will be considered part of the faculty member's normal duties. In addition, consulting with students and colleagues, occasional lectures to university groups, and assistance with certain professional activities are recognized as part of the normal obligations of faculty and professional staff for which no additional compensation is required.

However, paid employment outside of one's normal faculty duties that enhances the performance of those duties is encouraged as furthering the interest of both the individual and the university. Consulting, professional performance, and other appropriate outside employment or activities can contribute to the effectiveness of the faculty member as a teacher and as a productive scholar, and can also contribute to the individual's and the institution's obligation of public service. Appropriate paid outside employment may include teaching on a temporary part-time basis at another institution, establishing or joining a firm or private business, or engaging in the private practice of a professional skill.

In no case should outside employment interfere or conflict with university responsibilities or bring about harm to the university, its students, or employees. Accordingly, the faculty member must agree to the following guidelines:

- Proper performance of one's university assignment is paramount, and outside work will assume a position secondary to university duties.
- The performance of consulting or outside employment activities will not require a time commitment averaging more than one day per calendar week.
- These activities will be scheduled so as not to interfere with regularly scheduled classes or other faculty duties.
- The faculty member will preserve the best interests of the university by avoiding any conflict of interest.
- The faculty member may not use any materials or facilities of the university in the course of outside employment unless such use is

explicitly authorized, in writing, by the Vice Rector for Finance and Business Affairs.

- The faculty member will make a reasonable effort to assure that outside employment is not identified with the university.

Before engaging in outside employment, the faculty member must submit a written request to the Chair or Associate Chair. The review of such requests will include consideration of any real or apparent conflict of interest, and any potential benefit to the university. Requests for outside employment must be approved by the Associate Chair (when appropriate), the Chair, the Dean of the College, and the Vice Rector for Academic Affairs.

G. INTELLECTUAL PROPERTY

Intellectual property (IP) may include (but is not limited to) any invention, discovery, trade secret, technology, scientific or technological development, computer software, or other form of expression that is in a tangible form, regardless of whether subject to protection by patent, trademark or copyright laws, or as a trade secret related to “know how” in applying technology.

The university encourages participation by faculty in scholarly and creative and research activities, particularly those activities that enhance the fulfillment of their faculty responsibilities and serve the public welfare. While research conducted by university faculty members is aimed primarily at discovery and dissemination of knowledge rather than gains from commercial application, it is recognized that questions regarding IP rights may arise from such activities.

It is the intent of this and other policies related to IP to balance the interests of the university and the inventor, author, or creator of IP arising from scholarly and creative and research activities conducted by faculty members of the university. The university further seeks to ensure that inventions, discoveries and creative works are used and controlled in an efficient and prudent manner that will result in maximum benefit to the university and the inventor, author, or creator.

In collaboration with the university’s Internal Research Advisory Committee and External Research Advisory Committee (operating in conjunction with the Division of Research Development and Continuing Education), the university administration will continually review and revise this and other policies related to IP. Among others, the issues addressed by these policies include:

- Ownership and sharing of licensing and royalty fees. As a general principle, employee-created IP will be owned by the university if the IP is:
 - Created by an employee within the scope of employment.

- Created on university time with the use of university facilities or financial support.
- Commissioned by the university pursuant to a signed contract.
- A result of research supported by third party sponsorship.
- Responsibility for costs of patenting and licensing of IP normally assumed by the university but repaid from licensing and technology transfer activities.
- Development of technology transfer strategies to encourage entrepreneurial developments.
- Creation of incubators and technology accelerators for regional economic development.

However, the granting of a faculty development leave does not obligate the university to continue the services of the faculty member with the university. Should the university terminate or choose not to renew the faculty member's contract prior to completion of this mandatory service time, the faculty member has no obligation to reimburse the university.

The faculty member must submit to the Chair or Associate Chair a written report of activities undertaken while on leave within one regular semester after his or her return.

d. Application Process

The proposal for a faculty development leave must be submitted to the Chair or Associate Chair at least one semester prior to the beginning of the proposed leave. Proposals must be submitted in the format prescribed in the appendix to this policy.

The basic criteria for approval are the benefits of the proposed activity to the university community, the quality and feasibility of the proposal, and the qualifications and accomplishments of the applicant.

The request must be approved by the Chair or Associate Chair, the Dean, the Vice Rector for Academic Affairs, and the Rector. Final approval is granted by the Board of Trustees.