



# PMU CODE OF FACULTY RIGHTS AND RESPONSIBILITIES



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# PMU CODE OF FACULTY RIGHTS AND RESPONSIBILITIES

*This document describes the PMU faculty rights and responsibilities based on the original system design, and reviewed according to the best practices and in line with the best interest of the academic community.*

Appointment to a faculty position at PMU carries with it a set of both rights and responsibilities, that are further clarified in the Faculty Handbook and in policies or contracts. This document is not a procedures manual, and more details are found in the manual of policies and procedures published and updated on PMU website.

## 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:

- **USE OF FACILITIES AND SERVICES:** Access to various university facilities and services, including library, information technology facilities and equipment, dining services, recreational facilities, and others.
- **SHARED GOVERNANCE:** Representing individual and faculty perspectives through serving on department, college, and university committees dealing with policies and procedures, shared governance issues, and other matters. Faculty members have the right to seek change in their department, college or University policy at large through the appropriate representation channels.
- **REPRESENTATION:** A significant voice in the selection, evaluation, and promotion of fellow faculty members and administrators.
- **ACADEMIC FREEDOM:** PMU commitment to academic freedom supports all faculty in research, teaching, and service by protecting scholarly inquiry and scholarly expression. Academic freedom requires respect for the academic rights of others, respect for the local culture and laws.
- **GRADING:** Academic freedom includes the right to freely evaluate student academic performance in the faculty's respective classes. A faculty member's teaching responsibilities include providing grades within the deadlines specified in the Academic Calendar and according to the PMU formats and



related policies. It is the duty of the faculty member to assess and grade students honestly and fairly, using appropriate and announced criteria.

The grade submitted by a faculty member to the Registrar at the end of the course may be overruled only as the result of an appeal procedure as per PMU policy. In that regard, faculty have the responsibility to cooperate fully with grade appeals conducted according to the approved procedures.

The faculty member's ability to change a grade after it has been recorded by the Registrar is limited by the relevant academic policy.

Faculty failing or refusing to turn in grades to the Registrar will be subject to investigation and proper action.

- **FAIR TREATMENT:** Every member of the University has the right to be treated fairly, courteously, and professionally by students, colleagues, and members of the academic and administrative teams. Every member has also the responsibility to treat other members with the same set of values.

Faculty members have the right to be treated fairly by the University Management. In this regard, faculty members have the right to receive full information concerning their own and respective compensation and benefits, contractual terms, disciplinary actions, grants and promotion cases.

- **RELIGIOUS & CULTURAL TOLERANCE:** Faculty members have a responsibility to respect the cultural and religious beliefs of all members of the PMU community, and to recognize and respect the religious and cultural values of the Kingdom of Saudi Arabia. PMU celebrates diversity and expects its members to value the multicultural environment offered as an enriching and valuable factor.

- **INTELLECTUAL PROPERTY:** Intellectual property (IP) includes 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.



The university administration through the Research Center and Community Service shall continually look into requests related to IP. Among others, the issues 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.
- **FACULTY DEVELOPMENT:** The university's professional development program for faculty is designed to enhance the teaching effectiveness and scholarly growth of faculty.

- **The Professional Development Center (PDC)**

PMU's planned methodologies of teaching and processes of assessing student achievement are new to the region. The emphasis will be on what students learn, rather than what teachers teach. A set of six competencies and learning outcomes will 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.

It is expected that all faculty will require introduction and ongoing support in implementing the university's unique learning culture. Faculty will be expected and when necessary required, to make full use of the resources available to them through the PMU Professional Development Center. Among the programs in which faculty should participate are:

- Workshops and seminars
- Online modules
- Consultations (individual)
- Consultations (department or other groups)
- Colloquia
- Review and guided revision of teaching materials
- Certificate programs to attest to faculty and staff mastery of specific competencies (especially in assessment)

These resources are essential for faculty of the Preparation Program and the Assessment Capstone Series, but they also are important in assisting all faculty



in achieving the student-centered, outcomes-based pedagogy that will be characteristic of the PMU.

- **Professional Conferences**

The university will provide funding for each faculty member to attend at least one conference per year in his or her discipline or in the general area of instructional effectiveness.

- **Professional Portfolio**

Each faculty member should begin creating a professional portfolio during the first semester of employment, and should thereafter continually update and maintain it. Details about the format and contents of the professional portfolio are contained in Section III.E.b of the report on Professional Portfolio in the PMU System Design, and faculty may receive a copy of the format from their respective departments.

- **Faculty Development Leave**

The faculty development leave program is intended to enable faculty members to engage in research, writing, field observation, internships, or other suitable academic or professional activities to improve their effectiveness as faculty members. The program places special emphasis on providing opportunities to faculty members in departments with program areas that undergoing development or with already existing program areas needing faculty members with expertise not currently available, applied experience that would improve effectiveness, or additional appropriate terminal degrees.

Faculty development leaves are awarded on a competitive basis to those applicants who demonstrate the greatest potential for contributing to the programs and students of the university. Faculty development leaves are a privilege that may be granted by the PMU Management whenever possible and feasible, at the Management's discretion, and should not be considered a granted faculty right.

- **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 Research Center or Community Service. 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 PMU Management.
- The faculty member will make a reasonable effort to assure that outside employment is not identified with the university.

## FACULTY DUTIES AND RESPONSIBILITIES

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.



## 1. EXPECTATIONS AND RESPONSIBILITIES RELATED TO TEACHING

- **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 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 Program, EFL faculty: 20 contact hours or equivalent per week
  - Lecturers: 18 contact hours or equivalent per week
  - All other faculty:
    - 16 contact hours or equivalent per week for the rank of Assistant Professor
    - 14 contact hours or equivalent per week for the rank of Associate Professor
    - 12 contact hours or equivalent per week for the rank of Full Professor
- **ACADEMIC COMPETENCY**

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:

- **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.

- **ACADEMIC AUTHORITY AND IMPARTIALITY**

Faculty members, by virtue of their status in the University, wield significant power and authority over their students and supervisees.

- **Personal Services**

A faculty member may not require students to perform service that is outside the scope of their class work or academic duties.

If a student does perform such service, the faculty member should ensure that the arrangement is voluntary and beneficial to the student, and it does not interfere with the student education, nor does it influence the student evaluation.
- **Gifts**

For similar reasons, faculty members are cautioned against accepting more than token gifts from
- **Personal Relationships and Relatives in the Workplace**

Faculty member with a relationship with a colleague or a student, outside of the professional setting might affect the principle of impartiality. Therefore, the faculty member shall disclose the relationship to the



department/college, and may be required not to engage in teaching or supervising the person in question.

- **GENERAL EXPECTATIONS**

In addition to modeling the six learning outcomes, the faculty member should:

- Strive to be accurate, objective, and effective.
- Remain current in the relevant subjects and courses
- Set out in writing clear and appropriate expectations for students at the beginning of the course.
- 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 banned, with the understanding that bias of any kind threatens the integrity and effectiveness of the learning environment.
- Make arrangements to cover or reschedule any class missed.
- Hold office hours consistent with PMU policy, and be available to students outside the classroom on a regular and reasonable basis throughout the academic year, including registration, advising, and exam periods.
- Complete in a professional, timely and responsible manner all academic assignments, including submitting grades, mentoring and supervising graduate students, writing letters of recommendation, etc.
- 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.

## 2. 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.

## 3. 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.

## 4. EXPECTATIONS AND RESPONSIBILITIES RELATED TO MEMBERSHIP IN THE UNIVERSITY AND WIDER COMMUNITIES

### • 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.
  - Assume the responsibility to attend graduation ceremonies and related rehearsals as communicated by the Office of the Vice Rector.
- **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.

