



Faculty Handbook

SAGRADO

Universidad del Sagrado Corazón

***“To the one who gave me
wisdom, I will give glory.”***

Ecclesiasticus 51, 17.

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Introduction

The Faculty Handbook (hereinafter, the Handbook) establishes the frame of reference for the exercise of teaching at Universidad del Sagrado Corazón (hereinafter, the University). This document includes essential information about the University, as well as the rights, duties and responsibilities of the teaching personnel.

Institutional background

Universidad del Sagrado Corazón is an independent Catholic university. It has a single campus located in the Santurce area of the city of San Juan, Puerto Rico. It was recognized as a Catholic university in the Ordinance promulgated on February 17, 1996 by the Puerto Rican Episcopal Conference in accordance with the Apostolic Constitution of the Supreme Pontiff John Paul II, *Ex Corde Ecclesiae* of August 15, 1990.

The University has its origins in the educational project of the religious of the Society of the Sacred Heart of Jesus. The religious arrived in Puerto Rico in 1880 and founded a school for girls and young women. They expanded their project in 1935 with a college for women located on the present grounds in Santurce. This was the first Catholic college in Puerto Rico and the first to be intentionally modeled on the liberal arts universities of the United States.

By 1970, the Society of the Sacred Heart of Jesus transferred the ownership and governance of the college to a non-profit entity governed by a board of trustees composed of community leaders. Subsequently, the college became a coeducational university and in 1976 changed its name to Universidad del Sagrado Corazón. As part of the transition agreements, the

Society of the Sacred Heart of Jesus and the Archbishop of San Juan retained the right to appoint one quarter of the members of the Board of Trustees.

The University is keenly aware of and remains rooted in its origins in the Society of the Sacred Heart of Jesus. This religious order was founded by St. Madeleine Sophie Barat in Paris in 1800. She led a group of women who responded to the impacts of the French Revolution, founding what eventually became a worldwide network of schools and universities for women. At that time, women received little formal education, there was a shortage of schools and women teachers, and there were few opportunities for their professional development. The initial objective of the Society was the renewal of French society through the integral education of women.

St. Madeleine Sophie and her sisters were entrepreneurs in the service of their mission. They challenged the traditional cloistered life for religious women and the lack of educational alternatives for women. They understood that their project transcended the geographic limits of France and was relevant to societies throughout the world.

The first missionary was St. Rose Philippine Duchesne, who in 1818 set out with a group of sisters aboard the ship *Rebecca* bound for the United States. There they founded the first schools in the Americas. Sixty-two years later, in 1880, her sisters arrived in Puerto Rico. The voyage of the *Rebecca* has become a symbol of courage and boldness in the service of a mission for the entire international community of the works founded by the Society of the Sacred Heart of Jesus.

Mission of the University

In 1988, the Board of Trustees of the University, following a community process of reflection and dialogue, adopted the institutional mission of “[t]o educate persons in intellectual freedom and moral conscience, willing to participate in building a more authentically Christian Puerto Rican society: a community of solidarity in justice and peace”.

Mission of the Faculty

All members of the university community are co-responsible for this mission, but the faculty has a leading responsibility as custodian and bearer of this mission in the exercise of teaching. The mission of the University defines a dual mission for our faculty.

Integral education

First, the faculty has the solemn responsibility of pursuing the integral education of the student body in an environment of intellectual freedom and moral conscience: “The proposal of Catholic higher education is none other than to seek the integral development of the human person, forming intelligences with a critical sense, believing hearts and citizens committed to the common good. And all of this, with excellence, competence and professionalism”, (Leo XIV, Address to ODUCAL, October 31, 2025).

This integral education responds to the particular person of each student, is aware of all the dimensions of his or her person and seeks to create learning scenarios for the healthy development of these dimensions—intellectual, emotional, ethical, spiritual, cultural, social and physical: “Christian formation embraces the whole person: spiritual, intellectual, affective, social, bodily. It does not oppose the manual and the theoretical, science

and humanism, technique and conscience; it asks, instead, that professionalism be imbued with ethics, and that ethics not be an abstract word, but a daily practice. Education does not measure its value only in terms of efficiency: it measures it in terms of dignity, justice and the capacity to serve the common good” (Leo XIV, Apostolic Letter *Designing New Maps of Hope*, Oct. 27, 2025, no. 4.2.).

This way of educating privileges active and experiential learning scenarios in which each student can exercise and develop in practice the diversity of his or her human dimensions and skills. These scenarios pursue the development of each student as a person, citizen and professional, and invite each student to know his or her own aspirations and capacities, the scope of his or her civic responsibility, the knowledge, skills and guiding experiences of the disciplines he or she has decided to study in depth, and the ways in which he or she will contribute to the common good. The objective is for each student to assume awareness and responsibility for his or her own integral development and social responsibility.

Research and development of impact projects

Second, the faculty has the responsibility of contributing to the building of a more authentically Christian Puerto Rican society. In addition to the integral education of students, this building entails the investigation of the diverse realities of our society and our world in order to discover and advance knowledge, and, consequently, to develop and carry out research projects and academic production that respond to the needs that cry out for attention: “The fundamental mission of the University is the constant search for truth through research, and the preservation and communication of knowledge for the good of society.

The Catholic University participates in this mission by contributing its specific characteristics and its purpose” (St. John Paul II, Apostolic Constitution *Ex Corde Ecclesiae*, Aug. 15, 1990, no. 30.)

This research mission is characterized by a willingness to attend and respond to realities, to seek the truth and to develop proposals that contribute to the building of solidarity, justice and peace. As St. John Paul II set forth in the Apostolic Constitution *Ex Corde Ecclesiae*, (Aug. 15, 1990, no. 32).

The Catholic University, like any other University, is immersed in human society. In order to carry out its service to the Church it is called –always within the scope of its competence– to become an ever more effective instrument of cultural progress for individuals as well as for society. Its research activities will therefore include the study of serious contemporary problems, such as the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more equitable distribution of the world's resources and a new economic and political order that will better serve the human community at a national and international level. University research must be oriented toward studying in depth the roots and causes of the serious problems of our time, paying special attention to their ethical and religious dimensions.

Research and project development complements the first dimension of the teaching mission of promoting the integral education of the student. On the one hand, the search for truth and the development of responsible proposals generate an obligation to communicate to the student body the processes and the results of these efforts, which strengthens the teaching work of each faculty member. On the other hand, in its work of research and project development, the faculty models the best values and practices that should animate these efforts, and invites the student body to be a participant in and contributor to this work, thereby contributing to the formation of the student as a seeker of truth, entrepreneur and builder of community.

Foundation of the teaching mission

As a Catholic university, our educational mission is grounded in the recognition that the human being is open to transcendence and that his or her ultimate end is the encounter with and transformation by the reality that we call by the name of God. This transformation and the coherence of life that it entails is what we know as the virtue of wisdom. Therefore, in teaching, in faculty research and in the management of impact projects, we aspire to create learning scenarios open to transcendence and to this possibility of life transformation.

In the language proper to the Church, “[b]y a kind of universal humanism the Catholic University dedicates itself entirely to the search for all aspects of truth in their relations with the supreme truth which is God. For this reason, it, without any fear, but rather with enthusiasm, works in all fields of knowledge, aware of being preceded by him who is ‘the Way, the Truth and the Life’ (St. John Paul II, Apostolic Constitution *Ex Corde Ecclesiae*, Aug. 15, 1990, no. 4). In the recent words of Pope Leo XIV, Catholic universities are “called to become ‘itineraries of the mind toward God’, thus embodying the Catholic identity that must distinguish them” (Leo XIV, Address to ODUCAL, Oct. 31, 2025).

Composition of the Faculty

The faculty of the University is composed of regular professors and adjunct professors, who contribute to the educational mission through the academic work proper to their category of appointment.

Regular faculty

The regular faculty is made up of full-time teaching personnel. The regular faculty is organized into distinct categories of appointment that respond to different emphases of academic work, which are defined below:

Professor of Teaching and Impact Projects

Responsibilities. The appointment of Professor of Teaching and Impact Projects with academic rank. As a central part of his or her teaching mission, he or she must lead initiatives of innovation or of pedagogical research, of community scope or of intersectoral collaboration that contribute substantially to the educational project of the University.

In this appointment, the Professor of Teaching and Impact Projects organizes his or her work around an agenda that integrates teaching with the development of projects that contribute to one or several of the following areas of emphasis: 1) pedagogical innovation (scholarship of teaching and learning); 2) professionalization or collaborations with industry, non-governmental or third-sector organizations; 3) community engagement; and 4) internationalization (see Appendix - Examples of Impact Projects). This agenda must maintain a coherent and sustained line of work linked to the faculty member's area of teaching, expertise or academic interests, respond to clearly identified academic, professional, institutional or community needs, opportunities or challenges, and evidence a gradual development in the complexity, integration, scope, sustainability or impact of the projects over time.

The projects shall maintain alignment with institutional academic priorities and with the faculty member's areas of teaching. In addition, they must evidence articulation with the curriculum, the effective integration of applied learning experiences and a sustained contribution to the

strengthening of the area of emphasis.

The results of this work are reflected in verifiable products with academic or applied projection, such as the design and implementation of innovative learning experiences, the development of alliances with organizations or professional sectors, the creation of initiatives with community impact, the generation of pedagogical resources or replicable models, reports of results, academic or professional presentations, and other derived products that evidence impact on student learning, on the community or on the professional environment. These results must be documented and assessable, and must contribute explicitly to the continuous improvement of teaching, curricular relevance and the strategic positioning of the University.

Academic Load. This professor has the primary responsibility of teaching twelve (12) credits, at the undergraduate or graduate level, in each academic term. A faculty member in this category may assume an additional load of up to six (6) credits, for a total of eighteen (18) credits, in an academic term. This additional load shall be granted following an analysis of the causes that warrant it and an agreement between the professor and the University.

Evaluation. He or she shall participate in the institutional process of peer evaluation and student evaluation. He or she shall be subject to an annual evaluation and report process, which shall include the verifiable results or progress of the Impact Project.

Promotion in Rank. The faculty member must submit to the evaluation process for promotion in rank within the established period. He or she may request, on an exceptional basis, an extension of up to one (1) additional year, provided there are duly justified reasons. Such request must have the approval of the dean of the corresponding academic unit and of the Provost.

Research Professor

Responsibilities. The Research Professor is an appointment with academic rank whose principal responsibility is to develop a sustained production of research or of artistic creation with external impact. This production consists of the continuous, systematic and verifiable generation of knowledge, works or products derived from a clearly defined research or creation agenda developed over time. It must evidence consistency, rigor and accumulation in its contributions, as well as validation, dissemination or recognition outside the University through mechanisms proper to the discipline, such as peer review, exhibition, publication, presentation, competitive funding or external collaboration. External impact shall be reflected in the reach, use, recognition, implementation or contribution of these products in academic, professional, artistic, community or social contexts.

In this appointment, the professor organizes his or her work around an agenda coherent with his or her area of specialty and oriented toward addressing relevant problems in disciplinary, social or professional spheres. This agenda must evidence thematic continuity, understood as a line of research or creation that is sustained and articulated around interrelated questions, problems, approaches or areas of specialty; methodological rigor, reflected in the systematic application of methods, conceptual frameworks or creation processes proper to the discipline; and a progressive evolution in the complexity, scope and impact of the work developed over time. The results of this work shall be reflected in verifiable products with academic or applied projection, such as peer-reviewed academic or scientific publications, books, book chapters, technical reports, creative products, academic presentations or applied developments with professional or community impact.

Academic Load. In addition, he or she shall teach between three (3) and six (6) credits per academic term, in order to devote a substantial part of the academic time to the development of research projects, creative

production, academic dissemination, the securing of external funds and individualized research mentoring of students in capstone projects, theses, dissertations or as research assistants. The number of credits to be taught each academic term shall depend on the time required by the research or creative project and on the needs of the academic unit. The assignment of credits shall be carried out in dialogue with the dean of the academic unit.

Evaluation. He or she shall participate in the institutional processes of peer evaluation and student evaluation. He or she shall be subject to an annual evaluation and report process that shall include the verifiable results or progress of the Research Project.

Promotion in Rank. The faculty member must submit to the evaluation process for promotion in rank within the established period. He or she may request, on an exceptional basis, an extension of up to one (1) additional year, provided there are duly justified reasons. Such request must have the approval of the dean of the corresponding academic unit and of the Provost.

Librarian Professor

Responsibilities. The appointment of Librarian Professor is an appointment with academic rank. This professor has the principal responsibility of managing, developing and innovating in the library resources and services that support the teaching, learning and research processes of the University. In this model, no teaching load is assigned, in order to devote the academic time to the development, organization, evaluation and updating of collections, information services and digital resources that facilitate access to, the production of and the ethical use of knowledge in the university community.

The particular responsibilities of this appointment include active curricular integration, support for courses and programs, specialized support for

research and publication, the development of educational resources and information literacy, the management and development of collections and participation in academic innovation initiatives.

The results of this work are reflected in verifiable products, such as the development and curation of relevant collections, the implementation of innovative library services, the creation of educational resources, the offering of workshops or formative experiences in information literacy, specialized support for research processes and collaboration in academic initiatives that strengthen the quality and effectiveness of the educational experience.

Evaluation. He or she shall be subject to an annual evaluation and report process.

Promotion in Rank. The faculty member shall have the option of submitting to the evaluation process for promotion in rank within the established period.

Instructor

Responsibilities. The appointment of Instructor does not have academic rank. The professor has the primary responsibility of teaching up to fifteen (15) credits per academic term, in order to meet teaching needs. A faculty member in this appointment could assume an additional load of up to six (6) credits, for a total of twenty-one (21) credits, in an academic term, when the University so requests. This additional load shall be granted following an analysis of the causes that warrant it and an agreement between the professor and the University.

In this appointment, the professor organizes his or her work around the design, development and effective delivery of courses, ensuring coherence among the learning objectives, the pedagogical strategies and the

assessment methods. The results of this work are reflected in the effective teaching of the assigned courses and in compliance with the academic standards established by the academic unit and the University.

Evaluation. He or she shall participate in the institutional processes of peer evaluation and student evaluation. In addition, he or she shall submit an annual report.

Promotion in Rank. He or she does not hold academic ranks and does not participate in the promotion in rank system.

General responsibilities of the regular faculty

The appointment as regular faculty, regardless of the category of the appointment, entails the following general responsibilities:

1. Serve in institutional initiatives, as called upon.
2. Participate in the governance bodies of the University and in the election of the representatives to said bodies, in accordance with the governance documents in force:
 - a. Participate and have voice and vote in the meetings of the Faculty Assembly and of his or her academic unit.
 - b. Participate in the academic evaluation processes of his or her academic unit, according to the category of his or her appointment, whether as evaluatee or as evaluator.
 - c. Participate in disciplinary processes in accordance with the institutional policies and procedures in force.
3. Participate in curricular development, revision and innovation.
4. Occupy faculty-administrative positions when requested to do so.
5. Participate in the graduation exercises and institutional ceremonies convened by the President, the Provost or the dean of the academic unit.

6. As applicable to his or her type of appointment, submit, at the beginning of each academic year, a work plan with his or her objectives, aligned with the institutional strategic plan and with that of his or her academic unit.
7. As applicable to his or her type of appointment, complete the annual evaluation and report processes.
8. Not accept external employment that interferes with his or her responsibilities at the University or with his or her availability to attend to students and colleagues, as provided in the Employee Handbook.
9. Complete the faculty and professional development requirements established in the Faculty Teaching and Professional Development Handbook.
10. Participate in external activities that strengthen his or her professional development and add value to the University or to the community, always subordinate to his or her teaching and university responsibilities.
11. Comply with the other evaluation processes corresponding to his or her category of appointment.
12. Any other general responsibility reasonably included within the framework of the work of the regular professor.

Contracting of the regular faculty

The regular faculty shall be contracted initially for a definite term of one (1) year, unless the University offers another term due to institutional needs. The annual contract may be renewed annually for a maximum period of three (3) consecutive years. At the conclusion of the third year, the University shall evaluate the institutional needs to determine the continuity of the professor as a member of the regular faculty with an indefinite-term contract.

Adjunct Faculty

The adjunct faculty is composed of teaching personnel contracted on a part-time basis whose principal responsibility is the teaching of specific courses, contributing specialized knowledge and relevant professional experience to the general curriculum or to the academic programs. Their participation strengthens disciplinary diversity, the professional updating of the curriculum and the connection of the University with the professional, creative, productive, social and third-sector spheres.

Their contracting is carried out for defined academic terms, with a load of up to twelve (12) credits per term. This teaching personnel participates in the institutional processes of peer evaluation and in the student evaluation of the assigned courses. They do not assume the general responsibilities of the regular faculty.

Additional categories of faculty appointments

The University establishes modalities of appointment and/or contracting that allow it to respond flexibly to the changing needs of its academic project and to the particularities of its programs. In this way, the University has mechanisms to integrate diverse profiles that bring specific value to teaching, to curricular development and to the strengthening of the student experience.

Teaching administrator

The appointment of Teaching Administrator is granted to a regular administrative employee of the University in any of the following scenarios: (a) when, as part of his or her administrative functions at the institution, he or she teaches courses directly linked to his or her area of professional or

technical expertise (for example, laboratory technicians, coordinators or specialists); or (b) when he or she teaches up to a maximum of six (6) credits per academic term, in addition to his or her administrative responsibilities and outside his or her regular work schedule. In justified cases, the Chief Organizational Development and Human Resources Officer may authorize the offering of these courses within the regular schedule. The Teaching Administrator is not part of the Faculty Assembly. His or her employment relationship with the University is governed by the Employee Handbook and, as applicable, by the pertinent provisions of the Faculty Handbook.

Faculty member under a definite-term contract

The University may contract adjunct faculty to teach up to fifteen (15) credits per academic session, for a term of less than twelve (12) consecutive months, when curricular planning requires a certain stability from one academic session to another. This type of appointment does not generate any expectation of renewal or of another type of appointment.

Exceptional Merit

The University may grant an appointment as regular faculty or establish a contract as adjunct faculty on the basis of exceptional merit in the case of professionals or specialists whose career or experience justifies their participation in teaching or in specific academic activities, even when they do not meet all the academic requirements traditionally associated with the university professoriate. In this way, the University recognizes the value of specialized knowledge and of relevant professional experience in enriching academic formation and strengthening the relevance of the educational process. The evaluation processes proper to the type of appointment or contracting shall apply.

Visiting Professor

The University may extend an invitation as Visiting Professor to figures of recognized academic or professional prestige so that they may offer courses or participate in specific academic activities during a determined

period. The University shall establish the type of contract most suitable to facilitate this type of appointment.

Professor of Practice

The University may grant an appointment of Professor of Practice to professionals with a recognized career and broad experience in a professional, technical, artistic or specialized field, whose principal contribution is to enrich the formation of the student body through the integration of applied knowledge, real-world work experiences and contemporary perspectives of professional practice. Their work focuses primarily on the teaching of courses, workshops, laboratories, seminars or other learning experiences, contributing up-to-date disciplinary expertise closely linked to professional practice. Given the specialized nature of this appointment, the University shall establish the type of contracting that best responds to the characteristics and needs of the function performed. This appointment does not entail the responsibilities proper to the regular professoriate with regard to participation in institutional governance, nor does it imply obligations of research or service, except those expressly established in the contract or designation.

Honorary faculty

The University may grant recognitions to professors with a distinguished academic career.

Distinguished Professor

The appointment of Distinguished Professor is granted to academics or professionals of recognized intellectual, artistic or scientific standing whose contributions have been widely recognized in their field. Through this appointment, the University invites these professionals to participate in

academic activities, such as the teaching of courses, the offering of specialized seminars or collaboration in academic projects that enrich the intellectual life of the university community. This appointment is granted by the President of the University, upon the recommendation of the Provost, for a determined period.

Professor Emeritus

The distinction of Professor Emeritus is granted to retired faculty members of the University who have rendered distinguished service for twelve (12) years or more. This recognition honors an academic career characterized by significant contributions to teaching, research, institutional service or disciplinary development. The appointment is granted by the Board of Trustees, in accordance with the established institutional criteria and procedure. This is a permanent recognition.

Academic Freedom

Academic freedom is the right and the responsibility of the faculty to seek the truth in its field of specialization, to teach with intellectual rigor and integrity and to publish or communicate the results of its research without arbitrary interference. The University affirms academic freedom not as a concession, but as a true requirement of its Catholic mission. According to *Ex Corde Ecclesiae*, academic freedom is:

“[T]he guarantee, given to all those engaged in teaching and research, of being able to inquire, within the sphere of their own specific field of knowledge and in accordance with the methods proper to that area, into the truth wherever analysis and evidence may lead them, and of being able to teach and publish the results of such research, keeping in mind the cited criteria, that is, the safeguarding of the rights of the individual and of the

community within the requirements of truth and of the common good (St. John Paul II, Apostolic Constitution *Ex Corde Ecclesiae*, Aug. 15, 1990, no. 12, no. 15).”

The University subscribes to the principles on academic freedom articulated in the 1940 statement jointly agreed upon by the American Association of University Professors (AAUP) and the Association of American Colleges (AAC), and adopts and interprets them in accordance with its Catholic identity and mission and the principles of *Ex corde Ecclesiae*. Said statement provides that:

“Institutions of higher education exist for the common good and not to further the good of the individual teacher nor that of the particular institution. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies both to teaching and to research. Freedom in research is fundamental to the search for truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in freedom of learning. This freedom carries with it duties correlative with the rights.”

In its operative dimensions, the 1940 statement articulates three spheres of academic freedom, which the University adopts and interprets in accordance with its Mission:

Research. Members of the faculty have the right to full freedom in research and in the publication of its results, subject to their compliance with their other academic obligations.

Teaching. Members of the faculty have the right to freedom in the classroom to discuss the subject matter with rigor, depth and intellectual creativity. They may examine controversial questions and consider diverse perspectives. They must avoid, however, introducing into their teaching

offensive material that has no relation to their subject matter.

Civic responsibility. Members of the faculty are citizens, members of an academic profession and members of a university community. When they speak or write in their capacity as citizens, they must be free from institutional censorship or discipline, but their special position in the community imposes on them special obligations of accuracy, restraint and respect for the dignity of persons, and the duty to make every effort to indicate that they do not speak on behalf of the University. They must be aware that, despite these provisions, the public may consider their expressions and pass judgment on the University.

Academic freedom must be exercised in an environment of mutual respect and tolerance for the ideas or opinions of colleagues, without fear of being censured or penalized. The exercise of academic freedom requires of the faculty the duty to keep up to date in its discipline in order to know the diverse theories, opinions and innovations that relate to the topics to be discussed in the classroom, for the purpose of presenting those that are of greatest relevance or impact in a climate of honest and tolerant dialogue with its students.

Duties and rights of the faculty

General duties of the faculty:

1. Know and respect the identity of the University as a Catholic University.
2. Know, respect and advance the Mission, the Vision, the values, principles, goals and objectives of the University.
3. Know, respect and comply with the statutes, regulations, policies, codes, norms and academic and administrative procedures of the University.

4. Share and exchange knowledge and experiences with their teaching and non-teaching colleagues from diverse disciplines in order to enrich one another mutually and to identify and promote common actions, proposals and supports for the benefit of the community of learners at the University.
5. Promote in students a commitment to the intellectual, cultural and ethical betterment of Puerto Rican society.
6. Promote the integral formation of students so that they may incorporate themselves productively and creatively into society as agents of change and responsible professionals.
7. Promote in their courses the mastery of the institutional competencies: communication, critical questioning, ethical reflection, leadership for the common good, innovation and entrepreneurship, research and exploration, and digital literacy.
8. Reflect on pedagogical and methodological paradigms and contribute to their transformation when pertinent.
9. Integrate the knowledge and professional expertise of their discipline into teaching, keeping up to date in their field and incorporating relevant recent trends and research.
10. Design and implement effective individual and group learning experiences that incorporate active learning strategies and the pertinent and ethical use of technologies, in keeping with the teaching modality, and keep up to date on advances in teaching and learning in order to continuously improve their teaching practice.
11. Follow the course management guidelines issued by the Office of Academic Affairs. The guidelines in force are attached as Appendix I of this Handbook.

Duties and rights of the faculty

The faculty of the University enjoys the following rights in order to promote the exercise of its teaching function:

1. Carry out its teaching work within a framework of academic freedom, as defined in this Handbook.
2. Maintain the privacy of its personal life.

3. Participate in activities outside the University in the exercise of their rights as citizens, aware that such participation may be identified with the University and therefore must reflect the values that distinguish the teaching body of the University.
4. Select and apply teaching strategies that they consider appropriate to their teaching practice, in accordance with the approved syllabus for the courses they teach.
5. Express their ideas freely in the forums appropriate for such expression.
6. Participate in research and in the search for new knowledge, as well as disseminate and discuss the results of research and creative works in the forums appropriate for that purpose.
7. Participate in forums and seminars, in keeping with their academic freedom.
8. Propose and select lecturers and other human resources to complement academic and extracurricular activities, in accordance with the applicable institutional policies and procedures.
9. Participate in the professional development activities offered by the University.

Faculty recruitment

The recruitment of the professoriate is a prerogative of the academic leadership of the University and responds to institutional priorities, academic planning and the programmatic needs of the units, in coherence with the institutional strategic plan.

The opening of a position and the evaluation process shall be determined by the Provost with the support of the dean of the corresponding academic unit. The selection process may include panel interviews and other evaluation mechanisms. The regular faculty may be invited to participate in these processes in an advisory capacity.

Assignment of classes and preparations

The dean of the academic unit shall assign the class schedule of the faculty for each academic term. The assignment shall be carried out in consultation with each regular faculty member, considering the academic load corresponding to his or her appointment, including the possibility of overload, his or her area of specialty, his or her academic preparation and institutional needs. The teaching modality of the courses shall be determined according to pedagogical and academic programming criteria. In the regular programs at the undergraduate level, the academic experience shall be principally in person, according to the distribution of modalities that the Provost approves from time to time. The regular faculty must assume principally in-person courses at the undergraduate level, except when it has formal assignments in graduate programs. The contracting of the adjunct faculty shall be carried out as a supplement to the assignment of courses of the regular faculty, including the maximum authorized load, except in courses that require contracting by area of specialty, by difficulty of recruitment or by exceptional merit.

The academic load shall be calculated with the assigned courses –regardless of their modality or calendar–, as well as with the supervision of theses, dissertations or capstone projects and academic releases. The maximum number of academic preparations per session for regular professors shall be three (3) in the case of Professors of Teaching and Impact Projects and Research Professors, while it shall be four (4) for Instructors. Nevertheless, the Provost, in consultation with the dean of the corresponding academic unit, may authorize a greater number of preparations when the institutional, academic or curricular needs of the University so require.

Institutional support for the faculty

The University may grant academic releases, paid leaves, financial aid for studies and sabbaticals, in accordance with what is established in the Faculty Teaching and Professional Development Handbook. Requests shall be evaluated by the Provost, who shall issue her recommendation to the President of the University.

Release for faculty administrative service

The University may grant a full academic release to a regular faculty member so that he or she may exercise functions of an administrative nature. This faculty member shall be recognized as an Administrative Faculty Member during the period in which he or she exercises an administrative role and shall be subject to the Employee Handbook and the policies that apply to administrative personnel, and to this Handbook to the extent that he or she continues to exercise his or her teaching function. During that time, he or she shall retain his or her status as regular professor and the benefits corresponding to his or her type of appointment. While holding the administrative function, he or she shall not be obligated to submit to the promotion in rank process. Nevertheless, he or she may choose to submit voluntarily, in which case he or she shall be evaluated in accordance with the requirements established for his or her type of appointment.

Violations of the Faculty Handbook

The corresponding institutional policies and procedures shall be followed.

Policies and regulations applicable to the faculty

Other institutional policies and procedures applicable to faculty members may be consulted at https://mi.sagrado.edu/ICS/Docs_Institucionales/

Amendments, revision and repeal of the Handbook

The need to revise the Faculty Handbook shall be evaluated by the Provost, in consultation with the regular faculty, within a period of no more than five (5) years, or sooner if necessary due to institutional needs or changes in the operational context, such as changes in institutional, state or federal policies or regulations.

This Faculty Handbook repeals all previous handbooks, as well as any policy, norm or guideline that conflicts with what is provided herein. In the event of ambiguity in any provision of this Handbook, the University reserves the authority to interpret its content in accordance with the purpose for which it was established, considering its impact on institutional operations and the principle of good faith, unless some law provides otherwise.

Effective date of the Handbook

This Handbook shall take effect immediately upon its approval by the Board of Trustees and the signature of the President of the University.

Appendix I – Specific responsibilities of teaching

1. Know and understand the profile of the graduate of the academic program in which they teach.
2. Comply with the syllabus of the courses they teach.
3. Orient students, at the beginning of each course, on the objectives of the class or the topics of study, the readings and other work requirements, the texts and other teaching media, the assessment methods and other aspects related to the development of the course, beyond what is established in the syllabus.
4. Administer in each course a minimum of four assessments per academic session; ensure that the final assessment does not exceed 30% of the total course grade, as established in the Curricular Affairs Handbook.
5. Participate actively and effectively in the processes of learning assessment and in institutional research initiatives.
6. Inform students about their academic progress (midterm) and report to the Registrar's Office the final grades in accordance with the academic calendar, including, when applicable, the special grades, as defined in the institutional Catalog.
7. Record student attendance during each census period through the University's Learning Management System, even when the University does not require a general attendance policy for all courses.
8. Maintain written communication with students through institutional email. Should another platform be used, it must be reported and justified to the dean of the academic unit.
9. Complete the institutional certification for the use of the Learning Management System.
10. Use the Early Alert system to issue referrals for situations that pose a risk to the academic progress or well-being of the student body.
11. Consult with the academic unit any question about the handling of situations in the classroom; consult with the Accessibility and Equity support roles any question or situation related to compliance with a

student's reasonable accommodation.

12. Comply punctually and regularly with the work schedule, in accordance with the norms in force. Absences, except in the case of an emergency, must be previously authorized by the dean of the corresponding academic unit, and the professor must take the necessary measures to make up the affected classes.
13. Comply with his or her office hours, devoting a minimum of one hour per week for each course to attend to students and ensuring that said schedule is available and communicated to the student body.

Appendix II - Implementation of the Faculty Handbook and Transition Provisions

The implementation of the Faculty Handbook entails an organizational transition that shall be carried out in an orderly and transparent manner, in accordance with the institutional regulations in force.

Transition provisions on rank and appointment

- As part of the transition, faculty who currently hold the rank of Instructor shall be automatically reclassified to the rank of Assistant Professor. In these cases, the count of years of service for purposes of promotion in rank shall begin again as of July 1, 2026.
- As of the implementation date, existing faculty shall be placed in the appointment of Professor of Teaching and Impact Projects, with an academic load of twelve (12) credits. Each faculty member shall receive a formal communication indicating his or her updated appointment.
- During academic year 2026–2027, the new faculty planning cycle shall begin. This cycle shall begin in August with the definition of the scope of expected performance (Impact Project or Research, according to the type of appointment) and shall culminate in June with the Annual Evaluation and Report.

- As of academic year 2027–2028, as part of the transition process, the University may reclassify faculty members to other types of appointment, taking into account the results of their evaluation and upon prior notification to the faculty member.
 - o In cases in which a faculty member is reclassified to the appointment of Instructor, he or she shall retain his or her academic rank as a transition measure, but shall not continue accruing time toward promotion.

Acquired rights and continuity

- Time of service shall continue to be counted uninterruptedly from the original date of the faculty member's appointment, without the transition to the new model having any effect whatsoever on its computation.
- Likewise, any adjustment in compensation made as part of this implementation shall not alter the academic rank or the rights acquired under the appointment in force.

Appendix III – Examples of impact projects, research projects and creative production

1. Implement, document and share active learning experiences

Implement, document and share active learning experiences that strengthen student participation, deep understanding of content and the development of competencies defined in the institutional educational model. These experiences must be integrated intentionally into the course design and respond to clearly defined learning objectives.

The implemented experiences must be documented systematically, using appropriate instruments (rubrics, surveys, analysis of student products,

among others) that evidence their effectiveness and impact on the student body. In order to ensure methodological rigor and alignment with the learning objectives of the course, the documentation and assessment instruments must be reviewed or developed in consultation with the Pedagogical Innovation Unit, Academic Research or other pertinent institutional units before their administration. As part of the academic projection component of the type of appointment, the results and learning derived from these experiences must be shared at the level of the academic unit or the institution, promoting the exchange of practices and faculty reflection.

Possible examples

- Design and implementation of a learning project based on real problems of the student body's community or professional environment.
- Use of simulations, case studies or structured debates linked to contemporary situations of social or disciplinary relevance.
- Development of a collaborative interdisciplinary experience between two courses or academic programs.

2. Develop a Scholarship of Teaching and Learning (SoTL) project

Develop a Scholarship of Teaching and Learning (SoTL) project oriented toward gathering and analyzing evidence on the effectiveness of the pedagogical strategies implemented in one or more courses. The project must respond to a clear question related to learning, equity, student persistence or pedagogical innovation and use appropriate methods for the collection and analysis of data.

This objective recognizes the academic value of classroom research as a legitimate form of knowledge production. The project must generate transferable learning that informs teaching practice and contributes to the continuous improvement of the curriculum or of instructional design.

Possible examples

- Comparative analysis of student performance before and after the implementation of an active learning strategy.
- Study on the impact of formative feedback on persistence and academic performance.
- SoTL project focused on inclusive or culturally relevant practices in the classroom.

3. Design and implement special academic experiences with social or community impact

Plan, implement and document a special academic experience in the course, understood as an activity that significantly enriches learning beyond regular practice. These experiences must link academic content with real, social, community or professional contexts and evidence an intentional integration between theory and practice.

The experience must be evaluated through adequate measurement instruments that make it possible to document both the process and the results obtained. The design of these instruments and the implementation of the experience must be carried out in consultation or coordination with pertinent institutional units—such as Pedagogical Innovation, Community Engagement, the Institutional Review Board (IRB) or other specialized areas—in order to ensure methodological rigor, compliance with the applicable regulations and adequate alignment with the formative objectives of the course. Likewise, the experience must stand out as an innovative model of teaching, aligned with the institutional mission and the social commitment of the University.

Possible examples

- Development of a community project in collaboration with an external organization, aligned with the objectives of the course.

- Organization of an applied workshop or laboratory with invited professionals from the disciplinary field.
- Design of an interdisciplinary experience that addresses a social problem from multiple academic perspectives.

4. Develop expanded strategies of academic support and student mentoring

Design, implement and document an expanded strategy of academic support and student mentoring that goes beyond regular practices of faculty support. The strategy must integrate intentional and structured actions, such as academic mentoring, personalized feedback with continuous follow-up, tutoring integrated into the course or other interventions aimed at supporting student persistence, performance and success.

The documentation of the objective must include records of the meetings, descriptions of the interventions carried out and of the instruments used to monitor the progress of the student body. Likewise, it must evidence the impact of the strategy on indicators such as academic performance, retention, engagement or sense of belonging.

Possible examples

- Implementation of an academic mentoring program for at-risk students, integrated into the course.
- Design of a personalized feedback system with follow-up points throughout the semester.
- Support strategies for first-year students or underserved populations.

5. Participate in efforts of public dissemination of disciplinary knowledge

Participate in efforts of public dissemination of disciplinary knowledge that make it possible to translate academic knowledge into formats accessible to audiences broader than the students of the course or the immediate academic community of the academic or scientific project on which the faculty member worked. This objective recognizes dissemination and the public communication of knowledge as functions inherent to the professoriate and to the academy.

Participation must be linked to the faculty member's area of specialty and documented through verifiable evidence, such as publications, links, recordings, formal invitations or reach metrics.

Possible examples

- Publication of outreach articles in print or digital media, addressed to the general public, about the faculty member's academic or scientific project.
- Participation as a resource in podcasts, radio programs or public discussion spaces on disciplinary topics and topics related to the faculty member's academic or scientific project.
- Development of open educational materials or of workshops addressed to external communities on disciplinary topics and topics related to the faculty member's academic or scientific project.

6. Develop or advance a research or artistic creation agenda with impact

Develop, consolidate or advance a research or artistic creation agenda aligned with the faculty member's area of specialty and with problems relevant at the disciplinary, social, community or professional level. The objective must evidence a coherent trajectory of academic work, beyond isolated projects, and demonstrate progression in terms of complexity, scope and impact.

This objective recognizes that research or artistic creation agendas may be at different stages of development —conceptualization, development, implementation or dissemination— and that sustained progress constitutes valid evidence of academic performance.

Possible examples

- Conceptual and methodological design of a line of research applied to a specific social or community problem.
- Development of an artistic creative project with public or community projection.
- Significant advance in an ongoing research project through the collection or analysis of data.

7. Prepare and submit funding proposals for research or artistic creation

Identify pertinent internal or external funding sources and, in collaboration with the corresponding institutional units, prepare research or creation proposals that meet the requirements of the selected call. The objective must evidence mastery of the guidelines of the call, coherence between the proposed project and the faculty member's academic agenda, and alignment with institutional priorities.

This objective recognizes the process of preparing and submitting proposals as a complex academic activity of high strategic value, regardless of whether funding is ultimately awarded.

Possible examples

- Preparation and submission of a proposal to a federal or state agency or a private foundation.
- Development of a proposal as a collaborating institution or subrecipient in an interdisciplinary project.

- Preparation of a request for seed funds for the initial development of a research or artistic creation project.

8. Produce or advance academic or artistic creative products with external projection

Produce, develop or advance academic or creative products that contribute to the generation and dissemination of original knowledge, such as peer-reviewed articles, books, chapters, creative products, technical reports or specialized materials. The objective may focus both on the completion of products and on verifiable progress toward their publication, exhibition or dissemination.

This objective recognizes the diversity of valid products of research and artistic creation and emphasizes the quality, rigor and relevance of the work carried out.

Possible examples

- Writing and submission of a manuscript to a peer-reviewed scientific journal.
- Development of an artistic creative product with a view to its exhibition or public dissemination.
- Revision and strengthening of an article or artistic creative project following peer feedback.

9. Integrate students into research or artistic creation processes through academic mentoring

Design and implement academic mentoring strategies that integrate students into active research or artistic creation projects, promoting their research, ethical and professional formation. The mentoring must be

intentionally linked to the faculty member's academic agenda and documented as part of the project's development process.

This objective recognizes student mentoring as an essential academic function and as a key mechanism for the strengthening of the institutional research culture.

This objective recognizes student mentoring as an essential academic function and as a key mechanism for the strengthening of the institutional research culture.

Possible examples

- Integration of students into funded or in-development research projects.
- Supervision of research or artistic creation work linked to the faculty member's agenda.
- Development of applied or community research experiences with student participation.

Appendix IV – Transition provisions on promotion in rank

The Evaluation and Promotion in Rank Handbook shall be updated to align with the new Faculty Handbook. This revision shall incorporate the new types of appointment, adjust the weights by evaluation category according to the type of appointment and differentiate the research/creation component from that of impact projects. The updated Handbook shall take effect on July 1, 2026.

Provision on faculty evaluation

1. Promotion in rank ceases to be an optional process for the regular faculty and is established as a requirement for the appointments of Professor of

Teaching and Impact Projects and of Professor of Research.

2. The years accrued toward promotion in rank shall remain unaltered, with the exception of the cases expressly indicated for the appointment of Instructor.
3. The Evaluation and Promotion in Rank Handbook shall become the Faculty Performance Evaluation Handbook in order to include in a single document all instances of evaluation of the professoriate.
4. A specific section shall be included to describe the annual evaluation process of the Strategic Academic Objective. It shall be the responsibility of the faculty member to define, in agreement with his or her dean or corresponding supervisor, an objective aligned with his or her type of appointment, which, in the case of Professors of Teaching and Impact Projects and Research Professors, must be directly linked to the chosen impact project, research or creative production.
5. A section shall be included to require the annual submission of the Faculty Activity Report by all regular faculty.

Transition of the evaluation and promotion in rank system

1. The promotion in rank process corresponding to academic year 2025-2026 shall continue without changes and shall be governed by the Faculty Handbook (2017) and the Evaluation and Promotion in Rank Handbook (2024).
2. As of the 2026–2027 promotion cycle, all promotion processes shall be governed by the provisions of the Faculty Performance Handbook, replacing the Evaluation and Promotion in Rank Handbook (2024) and including the new evaluation criteria, committee composition, evaluation categories and evidence validation mechanisms.
3. The differentiation among the categories of research, creative production and impact projects, as well as the new weightings by type of appointment and academic rank, shall apply as of the evaluation and promotion processes corresponding to academic year 2026–2027.

4. The University shall promote processes of orientation, training and institutional support to ensure a consistent implementation of the new model of evaluation and promotion in rank. The Vice Presidency for Academic Affairs, in collaboration with the pertinent units, shall be responsible for offering guides, orientations and resources to facilitate the understanding and uniform implementation of the provisions of this Handbook, including the classification of evidence, the use of rubrics, the annual evaluation processes and the promotion in rank procedures.

Provisions on the new promotion in rank process

1. A new rubric shall be added to evaluate the category of Impact Projects.
2. The Academic Unit Promotion Committee shall be eliminated.
3. The Evidence Validation Committee shall be added.
 - a. It shall be composed of the Chair of the Institutional Promotion in Rank Committee, a delegate of the Vice Presidency for Academic Affairs and a professor with the rank of full professor.
 - b. Prior to submitting the portfolio to the Institutional Committee, the Validation Committee must certify that the evidence submitted by each candidate is valid and corresponds to the appropriate evaluation category. In addition, they shall review that the evidence is submitted under a single evaluation category.
 - c. Once validated, the Validation Committee shall refer to the Institutional Committee the portfolios of the candidates for promotion for their due evaluation.
4. The requirements for membership on the Institutional Promotion in Rank Committee shall be modified:
 - a. The members of the Institutional Committee shall be chosen at the first meeting of the Faculty Assembly each academic year through nomination and vote.

- b. Candidates for the Institutional Committee must hold the rank of Full Professor in order to be nominated.
 - c. A member of the Institutional Committee may serve for up to two consecutive years. After this term is completed, he or she must step down from these functions for a minimum of one year.
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- 5. The Faculty Activity Report as well as the Evaluation of the Strategic Academic Objective shall be required as evidence in the portfolio of candidates for promotion.
 - 6. The attainment of a doctoral degree shall not entail automatic promotion to the ranks of Assistant Professor or Associate Professor. Promotion in rank shall be based on the integral evaluation of the faculty member's academic trajectory and shall require compliance with the minimum period of five (5) years of service in rank, without reductions on account of additional academic credentials.
 - 7. A provision shall be added to grant one (1) additional year to candidates for promotion to submit their candidacy, once the five required years have been completed, upon prior approval of their dean and the Provost.
 - 8. The evidence generated by the professoriate under previous versions of the Evaluation and Promotion in Rank Handbook shall continue to be valid for purposes of evaluation in promotion processes.
 - 9. The evaluation weightings for promotion in rank for each category shall be adjusted according to the type of appointment and the rank:

Professor of Teaching and Impact Projects

Rank	Teaching	Impact Projects*	Service	Professional Development
Assistant Professor	60%	25%	5%	10%
Associate Professor	55%	25%	5%	15%
Full Professor	50%	25%	5%	20%

*When the faculty member evidences contributions in research or creative production, these may be incorporated into the impact projects category, in accordance with the institutional criteria for the classification and validation of evidence established in the revised Handbook.

Research Professor

Rank	Teaching	Research / Creative Production*	Service	Professional Development
Assistant Professor	20%	65%	5%	10%
Associate Professor	15%	70%	5%	10%
Full Professor	10%	75%	5%	10%

*When the faculty member evidences contributions in impact projects, these may be incorporated into the research and creative production category, in accordance with the institutional criteria for the classification and validation of evidence established in the revised Handbook.

Library Faculty

Rank	Library Work	Impact Project*	Service	Professional Development
Assistant Professor	60%	25%	5%	10%
Associate Professor	55%	25%	5%	15%
Full Professor	50%	25%	5%	20%

*When the faculty member evidences contributions in research or creative production, these may be incorporated into the impact projects category, in accordance with the institutional criteria for the classification and validation of evidence established in the revised Handbook.

AI Use Statement: Claude (Anthropic) was used solely to assist with the translation and formatting of this document.

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