

BOOK THREE. Faculty Policies

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BOOK THREE. Faculty Policies

Article A. The Faculty

1. Introduction

The Bylaws of Cedar Crest College provide that:

The Faculty shall consist of the President of the College, the Provost and Dean of the Faculty, the Dean of Students, the Professors, Associate Professors, Assistant Professors, Instructors, Lecturers and such other offices and staff of the College as the President may determine. (Article VIII, Section 1)

The Bylaws of the College further provide that:

The Faculty of the College shall be concerned with matters of instruction, the formulation of the curriculum and the advancement of academic standards of the College. The members of the Faculty may be called upon for committee and advisory service related to the educational and disciplinary life of the College. Those members of the Faculty who are Chairs of departments shall be responsible to the President through the Provost and Dean of the Faculty for the work and personnel of their departments. The members of departments shall be responsible to the President and the Vice President for Academic Affairs through the Chairs of their respective departments. (Article VIII, Section 2)

This Book of the Faculty Handbook sets forth the policies that apply to appointments to the Faculty, the ongoing responsibilities of the faculty, and tenure and promotion. The provisions herein apply equally to full-time and part-time faculty members, unless indicated otherwise.

2. Appointment Policies and Philosophy

Cedar Crest desires to reflect in its academic program the evolution of current academic disciplines over time, on the one hand, and the development of new disciplines, on the other. At a small college, this goal is best achieved first, by planning at the departmental level for the future of the discipline and its course offerings and, second, by maintaining flexibility as needed in the staffing of the discipline.

Each year, as part of its curricular and budgetary planning process, departments project the programmatic and staffing needs of each discipline represented within the department, taking into consideration past and current enrollment in courses, projected enrollment trends both at Cedar Crest and nationwide, and plans for growth or modification of the course offerings in response to student needs or interests, or developments in the discipline. This process forms the basis for determining course offerings in the discipline and staffing requirements. This process also forms the basis for programmatic recommendations made to the Provost, the Faculty Executive Committee, the Curriculum and Instruction Committee, and the President.

The President, informed by these recommendations determines the number, types, and rank of faculty of the College. Faculty positions are allocated by the President to disciplines within departments and are designated as tenured, tenure-track, or non-tenure track. Faculty members with fixed term or renewable appointments fill non-tenure track positions.

If projected program needs indicate that a department should recruit faculty members, the Chair will discuss the situation with the department and the Provost. The Chair and the Provost will recommend the nature, type, and rank of the position based on the issues identified above. The Provost will then discuss the matter with the President. If the President approves a new faculty position, he/she will also determine whether the position will be full-time or part-time and whether the position will be a tenure-track or non-tenure-track appointment. In making this decision, the President will give consideration to the needs of students, the availability of resources, institutional priorities, and the needs of the discipline. These considerations will be informed by the department's yearly projections and will be based on such factors as enrollment trends, the need for various specialties or expertise, and the rank distribution in the discipline.

The President determines whether a Faculty position will be tenure-track or non-tenure-track at the time the position is authorized or allocated. The initial appointment letter will indicate whether the position is tenure-track or non-tenure-track.

3. Appointment Letters

The terms of a faculty appointment, including salary, status, duration, rank, tenure, are set forth in an appointment letter from the President. Any special provisions agreed to by the faculty member and the College will be included in the appointment letter.

Following the initial appointment, any reappointment or modification in the initial terms of appointment is set forth in an appointment letter from the President. The date an appointment letter is issued depends upon the nature of the appointment, although such letters are normally sent on or about March 1. Copies of all appointment letters are provided to the department Chair and the Provost for their files.

4. Tenure-Track, Tenured and Non-Tenure-Track Appointments

An appointment to the Faculty will be designated as tenure-track, non-tenure-track, or tenured. Except in extraordinary circumstances, initial appointments are not made with tenure. The distinction between tenure-track and non-tenure-track status will depend on the needs of the College and the qualifications of the faculty member, and will be determined on a case-by-case basis.

a. Tenure-track appointments

To be eligible to receive a tenure-track appointment, a candidate must have earned a terminal degree or its equivalent (see Section 10 below).

A tenure-track appointment is renewable annually limited to a total of six years of full-time service at professorial rank at Cedar Crest. In the sixth year, a tenure-track faculty member is eligible to apply to be considered for tenure. A faculty member on approved leave (sick leave, leave under the Family Medical Leave Act, or other approved paid or unpaid leave for more than six weeks in a term) or who has approved reduced responsibilities due to extraordinary personal circumstances for a semester or longer may request that the time be considered a temporary break from tenure-track status and thus be excluded from the six-year limit. This request is made to the Chair, who will consult with the Provost regarding the request. The Provost will then make a recommendation to the President. The President or the Provost may discuss the request with the faculty member and the Faculty Personnel Committee. The President will advise the faculty member of the decision and will provide a copy of the decision to the Chair and Provost for their files.

A faculty member is ordinarily not eligible for tenure until the sixth year of full-time teaching with a terminal degree. Previous teaching experience at another college or university is normally not counted toward years of service. Exceptions, however, may be negotiated at the time of initial appointment, and any agreement that a faculty member is eligible for a tenure or promotion decision prior to the sixth year at Cedar Crest will be specified in the initial letter of appointment.

At any time prior to the sixth year of a tenure-track appointment, a faculty member may request that the appointment be converted from tenure-track to non-tenure track. Such a request must be made in writing to the President, who will consult with the department Chair and the Provost before making a decision. The decision will be conveyed in writing to the faculty member, the Chair, and the Provost.

b. Tenured appointments

The College has provided for faculty appointments with “tenure,” which means a “reasonable expectation of permanency.” Both faculty and students benefit from the atmosphere of free inquiry that academic tenure protects and the resulting continuity in the purposes and traditions of the institution.

The Board of Trustees approves an appointment with tenure only after a probationary period and demonstration of excellence by the faculty member during a thorough review of the faculty member’s teaching, professional accomplishments, and service to the department, College, and community. The tenure review process is an integral part of the College’s commitment to providing quality educational opportunities to its students, and the decision to

approve tenure must have as its goal the long-term strengthening of the academic offerings in a discipline and of the College as a whole.

A tenured appointment may be terminated only for a legitimate cause or because of financial exigency. The procedures for such action are set forth in Article K of this Book.

Except in unusual circumstances, Chairs of academic departments should be individuals with tenured appointments.

c. Non-tenure-track appointments

All other appointments will not lead to consideration for tenure and are designated as non-tenure-track. A faculty member without a terminal degree will receive a non-tenure-track appointment. In this circumstance, the appointment letter will set forth the timeframe in which the candidate is expected to complete all degree requirements in order for the appointment to be converted to tenure-track and/or to continue with the College.

Individuals who join the faculty for a specified period of time or who are filling a position that has been established as one which will not lead to tenure decision are also given non-tenure track appointments.

Non-tenure-track appointments are of two types, fixed-term or renewable:

(i) Fixed-term appointments

These appointments are of a short specified duration. These appointments are intended for a brief association with the College for such reasons as a leave replacement, filling a temporary need, and the terminal year after a negative reappointment or tenure decision.

(ii) Renewable appointments

Renewable appointments are typically of one to three years and may be extended at the option of the College through a formal reappointment process. A reappointment may be for an additional one to three years.

Regardless of the length of the initial appointment, the appointment may be terminated at the end of the first year if, in the opinion of the College, the faculty member is not meeting the basic responsibilities of a faculty member.

5. Change in Appointment Status

A faculty member with a non-tenure-track appointment may become eligible to be considered for tenure-track status. This situation may occur, for instance, if a faculty member obtains a terminal degree and thus becomes eligible for an existing tenure-track position or if a discipline experiences growth and a new tenure-track position is established.

The college or faculty member may initiate a change of status. A faculty member may request a change in appointment status in writing to the Provost, who will consult with the Chair and/or the Senior Faculty Members before making a recommendation to the President. If the President approves the change in status, the probationary period (i.e. time on tenure track) begins at the start of the subsequent full academic year.

Upon meeting the criteria for entering a tenure track position (as outlined in Book 3, section 4.a) a faculty member who has three or more years as a full-time faculty member at Cedar Crest College may decline two years' credit and have a third year review in his/her third year on tenure track. The candidate will be eligible to apply for promotion and tenure in the fall of his/her sixth year on tenure track.

The candidate may accept the two years' credit and sit for the third year review in the next academic year. The candidate is then eligible to apply for promotion and tenure in his/her fourth year on tenure track.

The decision to accept or decline the two years credit toward the tenure and promotion time line must be committed to at the time of the change of status.

6. Administrative Appointments

On occasion, faculty members have administrative appointments in addition to their faculty responsibilities. The provisions of this Handbook apply to faculty members who perform administrative duties, but only in their capacity as faculty members and department Chairs. When faculty members are appointed to part-time or full-time administrative responsibilities outside the scope of their faculty and departmental obligations, the terms of appointment, reporting, evaluation procedures, and effect, if any, on timetables for tenure, promotion, or sabbatical leave will be specified in the appointment document.

The provisions of this Handbook with respect to professional ethics and instructional responsibilities apply to administrative personnel who have teaching responsibilities.

7. Appointment to a Faculty Rank

Members of the Faculty are appointed with a faculty rank. In order of increasing seniority, the designations and eligibility are:

a. Instructor

Ordinarily, an individual who does not hold a terminal degree receives an initial appointment as Instructor. Appointments at this rank are always year-by-year and non-tenure-track. Time at the rank of Instructor is generally not included toward tenure or a continuing appointment.

A candidate who is enrolled in a graduate program may be offered an initial appointment as Instructor that converts upon completion of a terminal degree in the specified time period and satisfactory annual reviews to a three-year appointment as Assistant Professor in the following academic year.

b. Assistant Professor

An individual who holds a terminal degree ordinarily receives an initial appointment as Assistant Professor.

c. Associate Professor

The rank of Associate Professor signifies that a faculty member has demonstrated strength in teaching, professional development and scholarship, and service to the institution.

To hold the rank of Associate Professor, a faculty member must possess a terminal degree or equivalent and ordinarily have completed six years of full-time service as Assistant Professor. Tenure-track faculty who hold the rank of Assistant Professor are considered for promotion to Associate Professor at the time of a tenure decision.

A faculty member who comes to Cedar Crest with teaching experience and a record of professional achievements may be appointed as Assistant Professor with eligibility to be considered for promotion to Associate Professor at the time of the Third-Year Review or may even receive an initial appointment as Associate Professor.

d. Professor

The rank of Professor is the highest academic rank and is thus awarded to a faculty member who has demonstrated fulfillment of the trust conveyed by tenure and promotion to associate professor and who has a sustained record of excellence as a teacher, has gained significant recognition as a scholar or creative artist, and has demonstrated leadership in service to the college and community. These requirements are beyond what is expected for the rank of Associate Professor. Faculty must have tenure and generally must serve six years at the rank of Associate Professor before applying to be considered for promotion to the rank of Professor.

8. Part-Time Appointments

A part-time appointment to the Faculty is made with non-tenure-track status and the rank of Instructor or Assistant Professor. The letter of appointment will specify the teaching load in terms of teaching credits or as a fraction of a full-time load, ordinarily at least 12 teaching credits or half-time for the academic year.

A faculty member with a part-time appointment will have the same responsibilities and performance standards with respect to teaching as a full-time faculty member and

is expected to provide service to the department and the College commensurate with the teaching load.

For the purposes of determining length of service and the time of evaluations and reviews, appointments that are effective in January are considered to be part-time and non-tenure-track for that academic year.

A faculty member may request that his/her appointment be converted from full-time status to part-time or vice versa, effective in the following semester. Such a request must be made in writing to the Provost, who will consult with the department Chair before making a recommendation to the President.

9. Adjunct Instructors

Adjunct instructors are individuals who are appointed to teach on a course-by-course basis. They receive an appointment letter that specifies the nature and duration of their responsibilities as well as their compensation. Subsequent appointments always require a new appointment document. They are expected to fulfil the professional ethics and instructional duties described in Article B of this Book.

Adjunct instructors in clinical programs who hold a full-time professional position in health care may receive a courtesy title of Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor, which does not convey status or rank as a member of the Cedar Crest Faculty.

10. Definition of Terminal Degree or the Equivalent

For the purposes of this Handbook, “terminal degree” shall mean the following:

- Ph.D., Ed.D., D.S.N., Psy.D., D.A. and other doctoral degrees;
- M.D., J.D., and other first professional degrees;
- M.F.A., M.B.A., M.S.W., and other professional master’s degrees;
- Master’s degree in certain developing areas as determined by the College; and
- the degree recognized or specified by an outside accrediting body as the appropriate degree for college faculty in the field.

Article B. Responsibilities and Expectations of Faculty Members

This section sets forth the responsibilities and performance expectations of faculty members and adjunct instructors of Cedar Crest College. The activities of faculty members introduce students to the pursuit of intellectual inquiry and demonstrate the rewards of such inquiry; each faculty member's performance of the responsibilities outlined below helps the College to achieve its mission of educating students. In turn, these expectations form the basis upon which faculty members will be evaluated and continued with the College. Full-time faculty members must demonstrate that they are performing in all of the categories set forth in this section; part-time faculty members

must demonstrate that they are performing in the categories commensurate with their appointment. As the faculty member develops and matures, the level of performance and contribution also grows, to the benefit of the College.

1. Professional Ethics*

Academics are responsible to their students, to their colleagues, to the institution whose academic program they seek to foster and support, and to the broader community in their role as spokespersons for intellectual inquiry. This section outlines the professional ethics by which they have chosen to live as a community of scholars and the responsibilities that they must meet to continue in their faculty roles at Cedar Crest. In addition, all faculty members are obligated to honor the academic and general policies and regulations of the College as published in the Faculty Handbook and elsewhere.

Guided by a deep conviction of the worth and dignity of the advancement of knowledge, faculty members recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence for the purposes of educating students. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them, and they protect their academic freedom.

As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. They acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of

* These guidelines are derived from the Statement on Professional Ethics (1987) of the Policy Documents and Reports (the "Red Book") of the American Association of University Professors (AAUP).

faculty responsibilities for the governance of the College at the departmental and institutional level.

As members of an academic institution, faculty members seek above all to be responsible teachers and scholars. Although faculty members observe the stated regulations of the College, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within the College in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the College and give due notice of their intentions.

Faculty members are citizens, members of a learned profession, and representatives of the College. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educators, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the College.

2. Teaching

a. Responsibilities

The close relationship between faculty and students at Cedar Crest College is one of the institution's greatest strengths, since it is the primary vehicle by which a student's motivation and intellectual curiosity are fostered, and her growth and success made possible. A faculty member's primary responsibility, therefore, is to provide opportunities for student learning by being accountable and effective in all matters connected with instruction. The College believes that the good teacher is not so much one who is popular with students but, rather, one who helps students maximize their abilities in order to approach high levels of learning in method and matter.

b. Performance standards

To begin to meet expectations for instructional accountability, faculty members must submit book orders in a timely manner; provide students with a syllabus at the start of the semester; prepare for and meet their assigned classes; hold appropriate office hours; confer with and advise students; and evaluate students fairly and report promptly on their achievements.

Effective teaching displays conscientiousness, imagination, freshness, and stimulation. The following criteria indicate an expected and acceptable level of effectiveness in instruction:

- Content of courses is well-thought-out and reflective of current thought in the discipline
- Presentations are clear and well-organized
- Course assignments are clearly related to course objectives and allow students to demonstrate their understanding of course materials in various ways
- Students are encouraged to ask questions and express their opinions, as appropriate
- Faculty member provides research and/or scholarly opportunities for students, as appropriate
- Faculty member demonstrates ability to teach lower-level as well as upper-level courses in the discipline

With time and experience, a faculty member's teaching skills should become increasingly sophisticated. The College benefits from the contributions of excellent teachers and acknowledges their necessity to the success of the institution in the awarding of tenure or the renewing of appointments. In addition to the standards outlined above, then, the following criteria provide evidence of teaching excellence:

- Faculty member demonstrates depth and breadth of knowledge for courses taught
- Faculty member demonstrates creativity in teaching
- Faculty member creates a challenging and supportive classroom atmosphere
- Faculty member is responsive to student initiative and encourages individual curiosity, creative difference, and independent learning
- Faculty member explores and applies ways to improve his/her teaching

c. Documenting performance

A faculty member must demonstrate that he/she meets the performance expectation for instruction appropriate for his/her stage in the profession. He/she may demonstrate this by including and/or discussing the following in self-evaluations and performance reviews: peer reviews, student evaluations, teaching portfolios, student outcomes. See also Section F.3. concerning regular evaluations of teaching.

3. Professional Development and Scholarship

a. Responsibilities

As the College is a community of learning, faculty members are expected to pursue ongoing professional growth in order to enhance their instruction of students. The principle of professional development is one to which Cedar Crest College subscribes for all faculty. Professional development, which includes, but is not limited to, scholarship, involves activities that increase the faculty member's knowledge and demonstrate scholarly or artistic expertise. Faculty are expected to pursue both scholarship and other forms of professional development.

b. Performance standards

i) Professional Development

Activities that contribute to faculty development are those that deepen and keep current the faculty member's knowledge, improve existing skills or develop new ones, and maintain active membership in the faculty member's discipline. These activities go beyond the continued reading in the field and may include, but are not limited to, activities listed below:

- Attendance at professional conferences
- Leadership in professional organizations: serving as an officer, board or committee member of a state, regional, national, or international professional organization
- Attendance at or conductance of professional workshops, seminars, and fieldtrips
- Obtaining professional certification
- Continued education as required to maintain professional certification
- Serving on an editorial board of a scholarly journal
- Reviewing manuscripts for journals and publishers
- Reviewing proposals for granting agencies
- Chairing or serving as a discussant on a panel at a professional meeting
- Submission of grant proposals for extramural funding
- Receiving outside fellowships and awards
- Receiving College development funding for a project or continuing education
- Serving as a professional consultant
- Scholarship (as described below)

ii) Scholarship

Scholarship, which is expected of all faculty members, is defined as original contributions to one's discipline: scholarly inquiry or, as relevant to the discipline, creative and artistic achievements. Inherent in this requirement is that the original contribution is communicated in such a way that allows for the scholar or artist's peers to evaluate the validity and significance of the work. Examples of compelling evidence of scholarly/artistic work:

- Published scholarly books, essays, monographs, and edited volumes
- Chapters in scholarly books
- Peer-reviewed journal publications
- Publications of creative writing in established venues
- Presentations at professional meetings and conferences
- Public performances, displays, and exhibitions
- Extramural research grants
- Invited or juried exhibits, concerts, performances, etc.
- Textbooks, workbooks, study guides, and other published pedagogical materials
- Original work in film, video, radio or other multimedia that has been recognized for merit by peers

c. Documenting performance

A faculty member must demonstrate that he/she meets the performance expectations for professional development appropriate for his/her stage in the profession. A faculty member may demonstrate that performance standards have been met in self-evaluations and performance reviews by including evidence of professional activities such as articles, books, addresses, printed programs of public performances or productions, or reviews.

4. Service

a. Responsibilities

While the faculty member's role is primarily the instruction of students, he or she is also responsible for enhancing students' academic experience at the College by contributing to the life and work of the department and College. Willingness to participate in the governance of the institution, to support the College's overall academic mission, and to represent the College to the broader community beyond the campus itself are also crucial to the success of the College. These activities, participated in with a spirit of collegiality, are expected of all faculty members.

b. Performance standards

- Faculty members are required to participate in advising about the department's majors, minors, co-majors, and certificate programs, as assigned by the department Chair. Advisors are required to establish and maintain files for each advisee, as well as to maintain written records of any course substitutions that the advisor may approve in fulfillment of a student's academic program in the department.
- In addition to their regularly scheduled office hours, major advisors are expected to increase their availability to students during pre-registration periods in the Fall and Spring semesters.
- Faculty members are expected to develop new courses and programs to meet departmental needs and objectives.
- Faculty members are required to participate in departmental activities, including attending department meetings and representing their department at admissions events on the basis of an equitable rotation designed to ensure adequate representation of all academic programs.
- As their time at the College extends, faculty members are increasingly expected to be responsible for mentoring junior colleagues. Current and former chairs of departments should mentor new Chairs; former chairs should continue to mentor faculty members in their departments, especially if the new chair is untenured.
- Full-time faculty members are expected to attend faculty meetings, except in the case of scheduled course conflicts. Part-time faculty members are encouraged to attend and participate as provided by the Faculty Bylaws.
- Faculty are encouraged to attend faculty workshops held outside the fall and spring semesters.

- Faculty are expected to serve regularly on faculty committees. They may participate on task forces or ad-hoc committees established to address special issues or problems.
 - Faculty are required to participate in the annual Opening Convocation, Winter Graduation, and Commencement Exercises in academic regalia.
 - Faculty may participate in extra-departmental advising programs, such as the Freshman Advising program, as appropriate.
 - Faculty may participate in extra-departmental academic initiatives, such as the Honors Program or the Ethical Life course, as appropriate.
 - Faculty may serve as the directors of programs housed within the department or of programs serving the College at large.
 - Faculty may use their professional expertise to serve local, regional, state, national, or international communities.
- c. Documenting performance
A faculty member must demonstrate that he/she meets the performance expectation appropriate for his/her stage in the profession. A faculty member may demonstrate that performance standards have been met by keeping records of participation in College and related community activities and addressing these in annual self-evaluations or performance reviews.

Article C. Responsibilities of Academic Departments

The organization of the instructional component of the College into academic departments is the central vehicle for carrying out the educational mission of the College. Complementing the faculty governance structure, which is represented by faculty committees and described in the Faculty Bylaws, departments are the framework within which faculty members carry out their responsibility for matters of instruction, create excellent learning opportunities for students, formulate curriculum at the level of individual programs, and advance the academic standards of the College.

While faculty members have all of the individual responsibilities set forth in the previous section, they also have collegial responsibilities as members of a Department. As they gain in experience and standing, they may also have responsibilities as Senior Faculty and/or Chairs.

1. Department Members

A department's faculty members shall be collectively responsible for the following duties:

- Formulating the method of operation of the department, which may include regular meetings of the faculty, a departmental handbook for faculty or students, and/or the involvement of student majors in departmental business
- Advising the Chair on such matters as the staffing needs of the department

- Participating in searches for new faculty members, under the leadership of the Search Chair
- Ensuring that the curriculum of the department meets the needs of current and potential students
- Advising students with majors and minors in the department
- Developing and implementing plans to assess the department's courses and programs
- Participating in departmental or programmatic self-studies and site visits in connection with reaccreditation reviews
- Participating in admission activities aimed at recruiting students to the department and the College
- Providing departmental representation at public functions
- Providing appropriate participation from the department in extra-departmental programs and initiatives, such as Freshman Advising, the Honors Program, the Ethical Life course, or other such programs

2. Senior Faculty

Each department will have a group of Senior Faculty consisting of

- all department members with tenure
- all department members holding the rank of Associate Professor and Professor and
- the department Chair

If a department has fewer than three members with tenure, the Provost will designate tenured faculty members from other departments to serve as members of the department's Senior Faculty. If a member of the department is applying for promotion to Professor and there are fewer than three Professors in the department, the Provost will designate Professors from other departments so that there are three Professors evaluating the candidate's application.

Senior Faculty will be responsible for mentoring and furthering the professional development of untenured colleagues, especially in their role as teachers.

They will work with the Chair and the Provost to see that each new faculty member has a mentor who provides timely and ongoing advice and feedback on successfully performing as a Cedar Crest College faculty member.

They will provide recommendations to the Chair at the time of decisions for tenure, renewal of appointment, and promotion to Associate Professor. Those at the rank of Professor will provide recommendations to the Chair at the time of decisions for promotion to Professor.

They will advise the Provost on the performance of the Chair.

3. Department Chairs

As provided by the College Bylaws, department Chairs have responsibility for departmental affairs. The Provost appoints a Chair, after consultation with the President and the department, for a term of three years. The Provost will consult the Senior Faculty and meet annually with the Chair to review the Chair's performance of the responsibilities outlined below. The term may be renewed after consultation with the department and the President. Chairs on a nine-month appointment, or the persons designated to serve as Chair for the summer, receive a summer stipend.

Absent unusual circumstances, Chairs of academic departments should be individuals with tenured appointments.

The Chair plays a major role in planning, developing, and implementing the department program for the students and the College. Specific responsibilities include:

a. Academic leadership

- Providing for the department's review of the programmatic and staffing requirements of each discipline represented in the department on a regular basis, in order to plan for the future of the department's academic offerings
- Presenting staffing needs to the Provost, after consultation with the department
- Making recommendations for tenure, promotion, reappointment, and termination of faculty to the Provost, after consultation with Senior Faculty
- Representing the department's interests in discussions of scheduling or canceling courses
- Promoting collegiality within the department
- Supporting initiatives to promote the instructional and professional development of the faculty
- Providing leadership in enhancing the quality, coherence, and distinctiveness of academic programs

b. Personnel and program development

- Chairing faculty search committees, except in searches for a Chair or in cases of multiple searches in the department
- Recruiting, supervising, and reviewing the performance of adjunct faculty
- Providing ongoing and timely feedback and honest assessment to untenured faculty
- Ensuring that all new faculty are mentored

- Facilitating peer reviews of teaching
 - Evaluating the performance of untenured faculty on an annual basis
 - Overseeing department members and senior faculty to make sure that departmental responsibilities are carried out
 - Advising the Provost and President on faculty requests for sabbaticals and other leaves
 - Developing an equitable distribution of teaching assignments, advising, and other departmental responsibilities
 - Helping faculty members balance their obligations outside the department in light of teaching and other responsibilities
- c. Administrative responsibilities
- Evaluating transcripts for transfer credit
 - Attempting to resolve concerns of students, faculty, or administrators relating to department members, including student appeals of academic matters
 - Maintaining files related to department matters
 - Preparing and administering departmental budgets
 - Preparing the departmental listings for the Course Schedule and College Catalogue

Article D. Responsibilities of the Provost

The Provost is the chief academic officer of the College and oversees the instructional program of the College.

The Provost will provide leadership in the recruitment and professional development of the Faculty. With the help of department Chairs, the Provost makes recommendations to the President concerning appointments, salaries, tenure, and promotion. In addition, the Provost helps individual faculty with the development of their careers as teachers and scholars.

The Provost will provide leadership to the Faculty in the development, coordination, evaluation, and improvement of the educational program of the College.

The Provost may work with individual students and student groups in improving the academic climate of the campus.

Article E. Academic Year, Teaching Load, and Outside Employment

1. Academic Year

The academic year extends approximately from August 20 to May 20.

2. Full-Time Load

The full-time teaching load is 24 credits during the academic year, which may include day, evening, weekend, and/or Winter term assignments. A faculty member may elect to teach part of their load in the summer with the concurrence of the Chair.

In some instances, non-instructional assignments may count as part of a faculty member's teaching load. If the faculty member has a full teaching load, these duties may be performed for released time or for a stipend. Such assignments will be determined through discussions among the faculty member, the department Chair, and Provost.

The Chair will equitably distribute teaching assignments through discussion with the department. In the case of a disagreement, the final decision will rest with the Chair.

3. Overloads and Summer Teaching

A faculty member's primary responsibility at Cedar Crest College is to provide students with exceptional educational opportunities. Faculty members are also expected to provide significant service to the department, College, and broader community, and to sustain significant professional development and scholarship. When done properly and at the level expected, these activities will account for the majority of a faculty member's workload. Thus, when faculty members take on teaching responsibilities beyond the required 24 credits/academic year, the quality of instruction, service, and professional development and scholarship may suffer.

Therefore, overload assignments must be exceptions and should not be a regular or routine part of a faculty member's workload. Overloads must be considered only as an occasional and temporary solution to meet critical needs of a department or program. Summer, winter, and May teaching is outside the academic year and are excluded from this limitation.

In cases where an exception must be made for the good of the College, department, or program, the department chair will make a recommendation, with justification, to the Provost for approval.

Faculty overloads will be compensated at the per-credit adjunct rate for the term in which the teaching is performed.

4. Temporary Underloads

On occasion, temporary underloads (less than 24 credits during the academic year) may occur. If an underload occurs, the faculty member will be required to assume other responsibilities commensurate with the underload. Such responsibilities may include, but are not limited to, teaching another course or performing non-instructional assignments during the academic year in which the underload occurred or teaching an overload without additional compensation in the following Fall, Winter, Spring or Summer term. Arrangements to compensate for the underload will be made by the faculty member and the Chair; agreements to teach outside the department and non-instructional assignments require approval by the Provost.

5. LVAIC Courses

With the approval of the department Chair and the Provost, a faculty member may teach, as part of the normal load, a course at another institution through the Consortial Professors exchange program of the Lehigh Valley Association of Independent Colleges.

6. Substitute Instructors

A faculty member who anticipates missing a class must discuss with the Chair arrangements for suitable coverage of the class. If the arrangements involve a substitute instructor who is not a full-time Cedar Crest faculty member, the Provost must approve the plan.

7. Outside Pursuits and Employment

The paramount responsibility of a full-time faculty member during the academic year is to the College. Acceptance of other employment or the pursuit of other endeavors must not interfere with this responsibility. Before accepting any outside employment or other pursuits that may impact the performance of the faculty member's responsibilities to the College, the faculty member must consult with the Chair to discuss the impact that such activities may have.

Article F. Evaluations of Faculty Performance

1. First-Year Review

The initial year of a faculty member's association with the College is probationary, and either side may reexamine the association and the appropriateness of continuing the relationship into a second year. To assist with this process, each new faculty member should solicit and receive feedback from the Chair and Senior Faculty during the first year. Either the College or the faculty member may conclude that the faculty member is not meeting faculty responsibilities at the level reasonably expected of a faculty member of his/her experience.

After consulting the Senior Faculty about the performance of the new faculty in the department, the Chair will meet with each first-year faculty member individually. The Chair will notify the Provost in writing by February 15 whether he/she recommends continuation of an appointment beyond the first year. After considering

the Chair's recommendation and his/her own evaluation, the Provost will make a recommendation to the President as to whether the appointment should be continued. The President may meet with the faculty member and the Chair before deciding whether the appointment should be continued or terminated. The President will advise the faculty member in writing by March 1.

2. Annual Evaluations

Annual evaluations are helpful to the faculty member, students, and the educational mission of the College. All faculty, full-time and part-time, will undertake an annual evaluation to review their activities and contributions for the previous year, to identify areas in which improvement is needed, and to establish goals for the next year with respect to the performance standards for faculty responsibilities.

A written self-evaluation, student course evaluations, peer reviews, Chair's evaluation, and Provost's evaluation constitute the College's record of a faculty member's activities and accomplishments for the year, so it is important that the process be timely and thorough. In addition, the evaluation process provides regular assessment and helps faculty members review and consider their own work in light of faculty responsibilities and performance standards.

The annual review should complement the ongoing and timely feedback given by the department Chair and Senior Faculty.

Tenure-track faculty will complete an expanded self-evaluation, which will be reviewed by the Senior Faculty as well as the Chair and Provost, in the spring semester of their third year of service at the College (see Article F.2.3). Tenure-track faculty who come to Cedar Crest with three years or more on tenure track at a previous institution will have a third year review in the Spring Semester of their second full year at Cedar Crest College. The purpose of this extended review is to enable the faculty member and the department to look cumulatively and prospectively at performance and progress in all areas of faculty service. Looking towards the tenure process, this expanded annual evaluation will provide an opportunity for the faculty member, the Chair, the Senior Faculty, and the Provost to identify any areas in which the faculty member may want to strengthen his or her professional record. By including Senior Faculty in the evaluation process, the tenure-track faculty member will be provided with a broader perspective on his or her work at the College to this point.

All faculty members are expected to meet the evaluation deadlines unless the Provost has granted an extension.

a. Schedule

At the conclusion of each academic year, the Provost will advise all continuing faculty of the deadlines for the annual evaluation process and distribute the evaluation forms. Depending on the status of the faculty member, the following deadlines apply:

Tenure-track faculty, in years prior to tenure decision with the exception of the fourth year:

September 1	Self-evaluation for previous year to Chair
October 1	Self-evaluation and Chair's evaluation to Provost
November 1	Meeting with Chair and Provost

Tenure-track faculty, in the third year:

Monday after Spring break	Expanded self-evaluation to Chair and Senior Faculty
March 30	Self-evaluation and Chair's/Senior Faculty's evaluation to Provost
April 20	Meeting with Chair and Provost

Tenure-track faculty, in year of tenure decision:

September 1	Self-evaluation for previous year to Chair
September 15	Self-evaluation and Chair's evaluation to Provost
October 1	Meeting with Chair and Provost

Non-tenure-track faculty:

September 1	Self-evaluation for previous year to Chair
October 15	Self-evaluation and Chair's evaluation to Provost
November 15	Meeting with Chair and Provost

Tenured faculty:

September 1	Self-evaluation for previous year to Provost with a copy to the Chair
December 15	Meeting with Provost (at least once every three years)

b. Self-evaluation

All faculty members will complete an annual self-evaluation on a form provided by the Provost. Untenured faculty members will submit the self-evaluation to the department Chair (or Senior Colleague designated by the Provost when the faculty member is a Chair without tenure) for review; tenured faculty members will submit the self-evaluation directly to the Provost, with a copy to the Chair. The self-evaluation should cover all of the aspects of the faculty responsibilities set forth in Article B and utilize student course evaluations and peer evaluations and/or reviews.

c. Chair's evaluation

The performance and contributions of all faculty members without tenure will be reviewed in writing each year by the department Chair (or Senior Colleague) on a form provided by the Provost. The Chair's evaluation will be based on the self-evaluation, reviews of teaching by students and peers, other available materials such as course syllabi, and consultation with each the department's Senior Faculty. It is expected that the Chair's evaluation will provide the faculty member with a clear indication of successful performance and/or areas needing improvement.

The faculty member and Chair will meet to discuss their respective evaluations, after which each will have an opportunity to revise their views. The final signed originals will be submitted to the Provost for use in the Provost's evaluation and ultimate inclusion in the faculty member's personnel file in the Office of the Provost, with copies provided to the faculty member and the Chair for inclusion in the department's files.

In the event that a faculty member does not submit a self-evaluation and/or to meet for a discussion in a timely fashion, the department Chair will advise the faculty member that the Chair will proceed with an evaluation based on whatever materials are available. This evaluation will note the lack of a self-evaluation and will be given to the faculty member and to the Provost for the Provost's evaluation.

d. Provost's evaluation

The Provost will review the performance and contributions of faculty members. This review will be based on the student course evaluations, peer evaluations and/or reviews, self-evaluations, and the Chair's evaluations, if appropriate, as well as other material assembled for these evaluations. It is expected that the Provost's evaluation will provide faculty members with a clear indication of successful performance and/or areas needing improvement.

Faculty members on tenure-track are required to participate in an annual meeting with the department Chair and the Provost as part of the review process. Untenured faculty not on tenure-track are required to participate in a meeting with the Provost after their first year and at least once every three years following the first meeting. Tenured faculty members are required to participate in a meeting with the Provost to review their activities and establish goals at least once every three years; they are encouraged to do so more often, especially in advance of an application for promotion.

A written Provost's evaluation will be prepared after each meeting. These evaluations will be based on the Faculty Responsibilities set forth in this Handbook. In the case of untenured faculty, the evaluation will consider the faculty member's performance relative to the criteria for renewal and/or tenure. The Provost's evaluation will be included in the faculty member's personnel file in the Office of the Provost, with copies provided to the faculty member and to the Chair for the department's files.

In the event that a faculty member or Chair fails to submit an evaluation and/or to meet for a discussion in a timely fashion, the Provost will note this and proceed with an evaluation based on whatever materials are available. This evaluation may precede or follow a meeting with the faculty member and the Chair. A copy will be given to the faculty member and to the Chair for inclusion in the department's files.

- e. Review of tenure-track faculty in the spring of the third year (see schedule in a. above)

In the third year of a tenure-track faculty member's appointment, the annual evaluation process is as follows:

The faculty member will complete an expanded self-evaluation, using the form provided by the Provost's office. The faculty member should refer to his or her previous annual self-evaluations and attach copies of any peer evaluations that were not included in previous self-evaluations (see Article F.3.b.2). All material should be submitted to the department Chair, who will make these materials, as well as previous evaluations and attached documentation, available to the department's Senior Faculty for review.

The Chair will meet with the Senior Faculty to discuss the faculty member's current performance and potential contributions with regard to the aspects of faculty responsibilities set forth in Article B. As is the case with the usual evaluation process, this expanded evaluation by the Chair and Senior Faculty will be based on the expanded self-evaluation, prior annual evaluations, and peer evaluations, as well as other materials such as student course evaluations and course syllabi.

After consulting with the Senior Faculty, the Chair will prepare a written evaluation of the faculty member. Any Senior Faculty member who does not believe that the Chair's recommendation adequately reflects his or her opinion may submit a separate signed statement. The faculty member and Chair will meet to discuss their respective evaluations, after which each will have an opportunity to revise their views. The Chair's recommendation and any additional statements from Senior Faculty, accompanied by the faculty member's self-evaluation materials, will be forwarded to the Provost's office by the deadline indicated in the schedule above.

After consulting all of the submitted materials, the Provost will meet with the Chair and the faculty member to discuss the performance and contributions of the faculty member, following the procedures described in Article F.2.d.

- f. Opportunities to respond
If a faculty member chooses to respond in writing to comments in the Chair's evaluation, the response will be attached to the copy submitted to the Provost. After the Provost's evaluation has been received, the faculty member and/or Chair may request further discussion with the Provost or respond in writing to comments in the Provost's evaluation. Any response received by the Provost's office will be attached to the reports in the personnel file maintained in the Office of Provost.

3. Ongoing Reviews of Teaching

a. Student course evaluations

All instructors will provide for anonymous evaluations by the students in each course, ordinarily through both a questionnaire (available in several versions) and open-ended written comments on a form that is provided by the College. If the standard questionnaires and/or administration procedure are not appropriate to the course, the instructor will devise a form of evaluation, on the one hand, and a method of processing, on the other, that insure confidentiality that are acceptable to the department Chair and the Provost. In all circumstances, according to instructions, a student volunteer returns the completed forms to the Registrar's office. After processing, the results are forwarded to the Chair, and a summary is sent to the Provost. The Chair reviews the evaluations, makes them available to the instructor for review, and files them in the department where they remain accessible to both the Chair and instructor. The information gleaned from these evaluations is to be used by the instructor and the Chair or other faculty mentor to improve teaching effectiveness; it is further considered among the methods of assessing teaching effectiveness at the time of a formal evaluation.

Instructors are encouraged to provide additional opportunities for students to comment on aspects of the course, especially in the case of new or revised courses.

b. Peer evaluations of teaching

Faculty members should include written statements from senior colleagues concerning their teaching effectiveness and development as an instructor, based on recent classroom visits and discussions of curricular and pedagogical issues in the materials submitted in consideration for reappointment, tenure or promotion. Each department should have a plan for regular classroom visits for the purposes of providing constructive feedback and review of the teaching effectiveness of untenured faculty members.

All part-time and full-time untenured faculty will be visited once per academic semester. Adjunct faculty will be evaluated once per academic year. The two visits required each year for full-time and part-time faculty must be conducted by, whenever possible, two different Senior Faculty, chosen by the Department Chair, in consultation with the faculty member involved. Ordinarily, tenured faculty will conduct these peer evaluations of teaching; however, under certain circumstances, it may be appropriate for an evaluation to be conducted by an untenured faculty member who has a long-standing association with the College or by a faculty member who teaches in the candidate's discipline at another institution. Untenured faculty members of long-standing are exempt from these evaluations.

Faculty members and Chairs should endeavor to arrange visits of colleagues in courses at various levels and employing various instructional strategies. A copy

of each peer evaluation should be forwarded by the evaluator to the faculty member and to the Chair.

Full-time non-tenure-track faculty, part-time faculty, and tenured faculty are not required to be peer evaluated. However, they are strongly encouraged to request periodic reviews by colleagues as a developmental tool for their teaching.

Article G. Reappointment, Tenure, and Promotion Decisions

Except for those with tenure, all faculty appointments conclude at the end of a specified academic year or semester as indicated in the appointment document. An extension or renewal of a faculty appointment occurs only through a formal reappointment process as described below.

The deadlines specified below may be extended by up to 15 days by mutual agreement of the faculty member, Chair, and Provost, given in writing and in advance.

1. Non-Tenure-Track Reappointments

Non-tenure-track appointments are made for specified periods of time, typically one to three years. These appointments are either fixed term or renewable. In either case the nature, duration and responsibilities of the appointment are set forth in an appointment document signed by the President.

Faculty members on fixed term or renewable appointments will be evaluated pursuant to the annual evaluation process set forth in this Handbook, although for appointments of one year, the evaluation process will be truncated to fit the appointment timeframe. A formal reappointment decision is required to extend an appointment.

a. Criteria

Any reappointment decision will be based on the faculty member's meeting the performance standards and on ongoing institutional needs. It is expected that the faculty member will meet or exceed the performance standards for instruction, service, and professional activities as appropriate for his/her stage in the profession and years of service at the College.

b. Procedure and timeframe

The faculty member is subject to a first-year evaluation in the first year of employment and to annual evaluations in the fall of each year after the first, as provided in Article F.

- (i) In the case of a fixed term appointment, notice will be given by March 1 of the year in which the appointment expires. After consulting with the Senior Faculty, the Chair will make a written recommendation to the Provost by February 1 concerning renewal. The Provost will then make a

recommendation to the President by February 15. The President will inform the faculty member in writing of the decision by March 1.

(ii) In the case of a renewable appointment of one or two years, the procedure and timeframe above will apply.

(iii) In the case of a faculty member in the fourth year or beyond, a renewal decision will be made in the spring of the second year of a three-year appointment. After consulting with the Senior Faculty, the Chair will make a written recommendation to the Provost by March 1 concerning renewal. A positive recommendation to reappoint will describe an ongoing need for this position and will include a rationale for the reappointment based on the candidate's performance with respect to faculty responsibilities. The Provost will then make a written recommendation to the President by April 1. The President will inform the faculty member in writing of the decision by May 1, with a copy to the Chair.

2. Tenure

A tenure-track faculty member is eligible for a tenure decision in the sixth year at professorial rank at Cedar Crest College or earlier by mutual agreement confirmed in writing by the President. Consistent with AAUP's *1940 Statement of Principles on Academic Freedom and Tenure*, a tenure-track faculty member who comes to Cedar Crest College with three years or more of probationary service (i.e., time on tenure track) at accredited institutions of higher learning is eligible for tenure in the fourth year on tenure track at Cedar Crest College. The candidate may elect to delay his/her application for tenure until the fifth or the sixth year on tenure track at Cedar Crest College. An Assistant Professor who is a candidate for tenure will be considered simultaneously for promotion to Associate Professor. In the event that tenure and promotion are denied, the candidate will be offered a one-year terminal appointment.

a. Criteria for tenure

Tenure is awarded only to individuals who present a compelling case and who can be expected to continue to make valuable contributions to the academic program and life of the College. While others will be involved in contributing materials that will be utilized in making a tenure decision, the candidate is ultimately responsible for presenting a compelling case for tenure. Candidates for tenure will be expected to demonstrate strength and the potential for continued contributions in all evaluation areas (Article B.2-4). However, as teaching is the most important activity of faculty members at Cedar Crest College, demonstrated excellence in teaching is required for tenure.

(i) Teaching excellence

Excellence in teaching is that which promotes a student's motivation and curiosity about her subject. Excellent teaching is characterized not so much by what a teacher is or the methods he/she uses, as by what the teacher helps

to cause within students. The performance standards for teaching (Article B.2.b) outline the characteristics of excellence that the candidate for tenure must demonstrate.

A faculty member may provide evidence of teaching excellence through annual reviews, peer reviews, student evaluations, sample syllabi and assignments, sample student work, and statements of teaching philosophy and pedagogical goals.

(ii) Professional development and scholarship

To be awarded tenure, a faculty member shall demonstrate a sustained and significant record of professional development, including scholarship, and, where discipline-related, artistic work and evidence of continuing in the future to meet the standards for professional development and scholarship. Performance standards for professional development and scholarship are outlined in Article B.3.b. Copies are also kept in the Provost's office.

A faculty member may provide evidence of professional development and scholarship by the submission of published work, reviews, videotapes, transcripts of interviews, copies of conference papers or conference programs, or other appropriate evidence. In their review of a tenure candidate, the department Chair and Senior Faculty should provide the Faculty Personnel Committee and the Provost with a sense of the significance and scope of that candidate's professional and scholarly activities within his/her field.

(iii) Service to the college and community

Service is especially important in a small college setting. The performance standards for departmental service and for college and community service outline the kinds of activities engaged in by the Cedar Crest faculty member who demonstrates a high level of commitment to the life of the College and to the visibility of the College in the broader community.

A faculty member may provide evidence of his/her service to the College by keeping careful records of departmental and committee service; memos acknowledging participation in College activities; or other documentation of professional activities performed as service to the College or to the broader community.

b. Procedure and timeframe for tenure decisions

In April, the Provost will notify each faculty member who is eligible for a tenure decision in the following fall term of the decision process and timeframes, with a copy to the Chair. A faculty member who wishes to be a candidate for tenure will notify the Provost in writing by May 15 of his/her intention to apply, with a copy to the Chair. A faculty member who chooses not to be reviewed or who fails to respond as described will not be considered for tenure or reappointment beyond the academic year in which the review would have taken place.

By September 1, the Provost will distribute to all students, faculty, and staff, electronically or otherwise, a list of faculty members who wish to be considered for tenure and instructions for submitting a statement about any candidate. Statements must identify the writer and be received in the Provost's office by September 15 to be considered.

The candidate will submit an application for tenure to the Chair by September 15 following the guidelines set forth in Section 5 below. Through the application, the candidate must demonstrate a compelling case that would warrant granting of tenure.

The candidate will assemble a tenure review file consisting initially of the candidate's application for tenure and all department records related to the candidate's performance. The review file is intended to provide a comprehensive picture of the candidate's professional record so that the reviewers may determine whether the candidate has met or exceeded the performance standards. The file created by the candidate should include the reviews and opinions of colleagues on the candidate's suitability for tenure, if these have not been included in the candidate's application. The tenure review file is discussed in detail in Section 5 below.

At each stage of the review process, a favorable recommendation must be based on a finding of clear and compelling evidence of achievement regarding the performance standards for faculty responsibilities, as provided by the criteria established for tenure. In all instances, the burden of proof is on the candidate to provide compelling evidence for a positive decision.

The Senior Faculty will review the file and advise the Chair on their assessment. After consulting the Senior Faculty, the Chair will prepare a written recommendation. Any Senior Faculty Member who believes that the Chair's recommendation does not adequately reflect his/her opinion may submit a separate statement. The Chair's recommendation and any additional statements will be added to the file and copies provided to the candidate, who will have an opportunity to respond. The review file will be sent to the Provost's office by October 15 for use by the Provost and the Faculty Personnel Committee.

After reviewing the file, the Provost and/or the FPC may seek additional information as necessary or appropriate, including meeting with the candidate. Any material that is gathered will be added to the file and a copy will be provided to the faculty member, who will have an opportunity to respond. After their separate reviews, the Provost and FPC will meet to discuss their views of the faculty member's performance, and each will prepare a written recommendation to the President. These recommendations will be added to the review file and copies provided to the candidate. The review file will be sent to the President's office by November 15.

After reviewing the file, the President may meet with the candidate, Chair, Senior Faculty, FPC, and/or Provost before making a recommendation to the Trustee Academic Affairs Committee of the Board of Trustees. The President will inform the candidate in writing of the recommendation by December 15.

After consideration and recommendation by the Trustee Academic Affairs Committee, the Board of Trustees will make a final decision on tenure at the February meeting of the Board. The President will notify the candidate of the decision within two weeks.

3. Promotion

a. Promotion to Assistant Professor

An Instructor who completes a terminal degree will be promoted to Assistant Professor with the next appointment.

b. Promotion to Associate Professor

A tenure-track Assistant Professor is considered for promotion to Associate Professor at time of the tenure decision. A faculty member who is eligible for early promotion to Associate Professor, according to the terms of his/her initial appointment or by subsequent agreement, will be considered for promotion to Associate Professor at the reappointment decision in the third year. Non-tenure-track faculty are eligible to apply for promotion to Associate Professor in the sixth year as Assistant Professor or later.

(i) Criteria for promotion to Associate Professor

The rank of Associate Professor is the College's acknowledgement of the faculty member's exceptional performance of his/her instructional, service, and professional development and scholarship/artistic responsibilities as outlined in the Faculty Responsibilities and Expectations section.

Occasionally, a faculty member may be hired at the rank of Associate Professor. In this case, the appointment at this rank reflects the College's acknowledgement of the faculty member's teaching and professional accomplishments before arriving at Cedar Crest.

(ii) Procedure and timeframe

In April, the Provost will notify each faculty member who is eligible for a promotion review in the following fall term, with a copy to the Chair. A faculty member who wishes to be a candidate for promotion will notify the Provost in writing by May 15 of his/her intention, with a copy to the Chair. The review of a candidate will proceed as would a decision for tenure.

c. Promotion to Professor

The rank of Professor is awarded to the faculty member who engages in sustained, significant scholarly activity and who has assumed a significant and continuous leadership role at the College in the areas of teaching and service. Since the instruction of students is central to the College's mission, candidates for the rank of Professor must demonstrate sustained excellence in and solid commitment to teaching. As does the candidate for tenure, it is expected that a candidate for promotion to Professor will demonstrate strength in all evaluation areas: teaching, professional development and scholarship, and service. Faculty must have tenure and ordinarily must serve six years at the rank of Associate Professor before applying to be considered for promotion to the rank of Professor.

(i) Criteria for promotion to Professor

The rank of Professor is the highest academic rank and is thus awarded to a faculty member that has demonstrated a sustained record of excellence as a teacher, gained significant recognition as a scholar, and demonstrated significant leadership in service to the College and community. These requirements are beyond what is expected for tenure and for the rank of Associate Professor.

(a) Teaching Excellence

Excellence in teaching is that which promotes a student's motivation and curiosity about her subject. Excellent teaching is characterized not so much by what a teacher is or the methods he/she uses, as by what the teacher helps to cause within students. The performance standards for instruction outline the characteristics of excellence that the candidate for promotion must demonstrate.

(b) Professional development and scholarship

To demonstrate the high level of achievement expected at the level of Professor, the faculty member should have a productive and significant record of scholarship or original creative activity in peer-reviewed forums that has gained recognition for the individual and for the College and have displayed leadership within his/her discipline via such activities as serving on committees of professional organizations; providing reviews for scholarly journals, granting agencies, or creative works; serving as a consultant in a relevant field; and/or giving invited presentations. The definition of "significant scholarly/creative activity" is assigned by the discipline and will not be the same across disciplines.

(c) Service to department, College, and community

To demonstrate the high level of achievement expected at the level of Professor, the faculty member must have assumed a longstanding leadership role in service to the College, as evidenced by membership on and leadership of major College committees; participation in major College initiatives; and significant involvement in administering and participating in departmental activities. The faculty member should be a visible and accessible presence on campus and should have made and continue to make a positive difference in the life of the College.

(ii) Procedure and timeframe

In April, the Provost will notify each faculty member who is eligible for a promotion review in the following fall term, with a copy to the Chair. A faculty member who wishes to be a candidate for promotion will notify the Provost in writing by May 15 of his/her intention, with a copy to the Chair.

4. Candidates' Applications

The application of a candidate for tenure or promotion to Associate Professor or Professor will consist of his/her current curriculum vitae, a clear statement in which the candidate assesses his/her performance in each of the areas of faculty responsibility, and optional appendices with supporting materials. More than a recitation or summary of activities and honors, the statement should assess the significance of achievements in meeting or exceeding the performance standards, account for any negative information or apparent setbacks in the record, and address potential contributions.

The statement must make a compelling case in the areas of faculty performance: (1) Teaching, (2) Professional development and scholarship, and (3) Service to department, college, and community. Material can only cover the timeframe since tenure.

All materials in the candidate's application should be clearly relevant to the evaluation decision for promotion. Materials must consist of:

- Two copies of the candidate's vitae and statement
- Reports of the annual evaluation processes (self-evaluation, Chair's evaluation, and Provost's evaluation)
- Student instructional ratings (both numerical summaries and comment sheets)
- Peer evaluations of teaching
- Evidence of significant and sustained professional development and scholarship
- Supporting statements/letters received from students, faculty, or professional colleagues at Cedar Crest or elsewhere

One copy of the application will be included in the review file; the second copy will be retained for the department's files.

An index of any appended materials must be provided.

5. The Review File

The review file, initially assembled by the Chair, will include the application, all department records related to the faculty member's performance, and information submitted specifically for the review process. The file will thus include, but not be limited to,

- One copy of the candidate's application (vitae, narrative, index, and optional appendices)
- Reports of the annual evaluation processes (self-evaluation, Chair's evaluation, and Provost's evaluation)
- Student instructional ratings (both numerical summaries and comment sheets)
- Peer evaluations of teaching or other professional activities, and
- Statements received from students, faculty, or professional colleagues at Cedar Crest or elsewhere

The second copy of the application submitted by the candidate will be retained for the department's files.

The candidate is encouraged to review the file as assembled by the Chair to determine that all expected elements are included. In addition, as the review takes place, any additional materials obtained and considered by the Chair, FPC, Provost, or President will be added to the file with a clear indication of the source and the date that it was included. When the review file is in the Provost's or President's office, that office will be responsible for notifying the faculty member and all individuals who have previously made a recommendation of any additions, indicating its substance. Throughout the process, the faculty member will be allowed reasonable access to view the file and an opportunity to respond in writing to any information that is added.

In rare and unusual circumstances, an individual or committee who has previously made a recommendation may wish to change that recommendation on the basis of new information that has been added to the file. Such a revision may be made in writing with reasons at any time before the President's review is completed, and a copy will be provided to the faculty member and all other recommenders. No additions may be made to a file after the President's recommendation is made.

Within two weeks of the conclusion of the process, the appended materials will be made available to the faculty member on request; the faculty member will sign a receipt to acknowledge their return. The department's records will be returned to the Chair. Any books or other materials of value will be noted and returned to their

owners. The remaining materials, including copies of the vitae, narrative, and index, together with any other copied materials that were submitted, will be filed in the Provost's office.

Throughout the review of the file and deliberations, all parties involved will maintain strict confidentiality with respect to information about the faculty member.

Article H. Academic Freedom

All members of the Faculty, whether tenured or not, adjunct, part-time, or full-time, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. The following commentary is extracted from the full text for informational purposes, but is not intended as a substitute for the full text and subsequent AAUP interpretive comments.

Institutions of higher education are conducted for the common good, which depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student's freedom in learning. It carries with it duties correlative with rights.

Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of other obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

The controlling principle on extramural utterances is that a faculty member's expression of opinion cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his/her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision concerning fitness should take into account the faculty member's entire record as a teacher and scholar.

Article I. Intellectual Property

It is the policy of Cedar Crest College to create an environment that encourages the generation of new knowledge by faculty, staff, and students, and facilitates the transfer of useful inventions and writings to society. To motivate the development and dissemination of intellectual property, the College seeks to ensure that the creators receive proper credit and financial rewards for their work.

Terms used in this policy are defined below:

Intellectual Property: Includes any patentable invention, any copyrightable subject matter, or valuable technology. It also includes works of art, inventions or creations that might normally be developed on a propriety basis because copyright or patent protection is not available.

College: Cedar Crest College

Student: Any full-time or part-time student, regardless of whether the student receives financial aid from the College or from outside sources.

Faculty: Any full-time or part-time member of the College faculty

Staff: Any full-time or part-time employee of the College except students and faculty. For purposes of this policy, librarians and non-faculty members of the College administration are considered as staff.

Gross proceeds: All amounts received from licensing, sales, or other developments of the creator's product or service, less only returns, discounts, and indirect sales taxes.

Net proceeds: Gross proceeds received by the College on licensed intellectual property, minus any application, litigation, interference, or marketing costs directly attributable to the intellectual property being licensed.

Substantial use of College facilities: The use of laboratory, computational, or office facilities, or human resources beyond those normally available to every faculty or staff member in the department in which the creator is employed.

Creator: The creator or creators of an item of intellectual property. This term includes the creator or creators of copyrightable works and the inventor or inventors of a patentable subject matter, whether or not a patent or copyright application is actually filed.

If a situation is not covered by any specific provision of these policies, then provision 10 applies.

1. Where research is subject to an agreement between an external sponsor and the College that restricts the disposition of rights to intellectual property, the rights will be handled in accordance with that agreement.
2. The College and creators are encouraged to enter into prior agreements with each other that specify the disposition of right to specific items of intellectual property. In such cases, the provisions of the agreement would take precedence over the more general provisions of these policies.
3. If creator is employed specifically to produce certain types of intellectual property, the College owns the rights of such property. This provision does not cover work done by faculty members as part of their normal academic pursuits.
4. In cases where the College provides funds or facilities for a particular research project that are in excess of those normally available to faculty members working in that area, it may also choose to act as a sponsor for that research and therefore own the rights of such property. In such cases the College must specify in advance the ownership of any intellectual property arising from that project.
5. The creator of a particular item of intellectual property may normally choose to publicly disclose his/her creation. In cases where the creator's ownership interests are limited by an external agreement or College sponsorship, the creator must notify the College or the sponsor prior to public disclosure and obtain written approval for the disclosure.
6. The creator retains all rights to books (including textbooks), articles, and other writings of which the intended purpose is to disseminate the results of academic research or scholarly study. Similarly, the creator retains all rights to popular nonfiction, novels, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings. This provision applies regardless of any College sponsorship of the work (Provision 3 above), but it may be modified by specific prior agreement between the creator and the College as described in Provision 2. The use of College owned computers and other facilities in the preparation of such works does not alter this provision, though other College policies may limit such use or require reimbursement to the College. Similarly, the use of externally sponsored or College sponsored resources does not alter this provision, unless the creator is effectively notified in advance of such limitations to his/her rights according to the provisions of Provision 1.
7. The rights to intellectual property created by individuals working as consultants to outside firms are generally retained by those firms; if not, such rights go to the individual. Under College policy such work must not make substantial use of College facilities except by explicit prior arrangement, otherwise the College may assert an interest in the intellectual property created with substantial use of its facilities. Any member of the College community who is engaged in consulting work or in business

is responsible for ensuring that provisions in his/her agreements are not in conflict with any patent and copyright policy of the College or with the College's commitments. The Vice President for Administration and Finance will, upon request, provide assistance with these issues. The College's rights and the individual's obligations to the College are in no way abrogated or limited by the terms of such agreements. Each creator of intellectual property should make his/her obligations to the College clear to those with whom he/she makes such agreements and should ensure that they are provided with a current statement of the College's intellectual property policy.

8. The creator retains all rights to intellectual property that is developed with no substantial use of College facilities and that is not covered by any explicit agreement between the College and the creator, or by external sponsorship agreements. In particular, a faculty member retains ownership to intellectual property, such as course-related materials, that is developed within the scope of their regular responsibilities as faculty members. With regard to course materials, no distinction is made between on-line or electronically-enhanced courses and courses with more traditional media and methods, unless an explicit agreement is made for other arrangements.
9. Where an intellectual property is created with substantial use of resources provided by an external research contract, and when that contract does not specify the disposition of certain intellectual property rights, or permits the College and/or creator to retain or acquire intellectual property rights, and absent any other agreement, the College will normally retain the rights to such intellectual property.

If the College undertakes patent or copyright protection and commercial development and exploitation, the proceeds from the intellectual property will be shared with the creator or creators, if allowed by the external sponsor, by providing him/her with 50% of the net proceeds received by the College.

If the College decides not to exploit intellectual property developed under external sponsorship, or fails to show diligence in pursuing such exploitation, then the rights to that property will be granted to the creator, unless this is prohibited by a third party contract with the College. At the time the intellectual property is disclosed to the Provost and the Faculty Executive Committee, or at any time thereafter, the creator may request that the College decide whether it will exploit the intellectual property or grant the rights to the creator and will execute documents to pass on the title. Such a decision must be made within 90 days of the request or the College automatically waives its rights in favor of the creator. In such cases, in order to provide an equitable return to the College for its investment in the facilities and environment used to produce the intellectual property, the College will receive a royalty of 2% of all gross proceeds received by the creator or agents acting on his/her behalf, with the exception that the first \$10,000 of these royalties will be retained by the creator. In addition, the College will receive a perpetual, non-exclusive, non-transferable, royalty-free license for use of the work. In the case of software, this license includes

access by specified College personnel to the source listings, with the requirement that these sources will not be disclosed to third parties.

In some cases it may be advantageous for the creator and the College to share in the costs of acquiring legal protection and commercial development and exploitation. It also may be advantageous for the College and creator to make use of some other mechanism such as transfer of shares of stock to share in proceeds from the intellectual property development. The distribution of income in such cases may be negotiated on an individual basis, as provided for in Provision 2.

If neither the College nor the creator choose to immediately exploit a particular externally sponsored intellectual property, the development rights remain with the College. The creator retains the right to request at a later time the development rights for the intellectual property that is not exploited by the College.

10. Ownership to intellectual property not covered by any of the provisions above are granted to the individual creator, provided that he/she desires to exploit the property or to make it available to the public.

In such cases, in order to provide an equitable return to the College for its investment in the facilities and environment used to produce the intellectual property, the College will receive a royalty of 1% of all gross proceeds from the exploitation of this property, with the exception that the first \$10,000 of these royalties will be retained by the creator. In addition, the College will receive a perpetual, non-exclusive, non-transferable, royalty-free license for use of the work. In the case of software, this license includes access by specified College personnel to the source listing, with the requirement that these sources will not be disclosed to third parties.

At the time the intellectual property is disclosed to the Provost and the Faculty Executive Committee, or at any time thereafter, the College may request that the creator decide whether he/she will exploit the intellectual property or grant the rights to the College, and execute documents to pass on the title. Such a decision must be made within one year of the request or the creator will automatically lose his/her rights in favor of the College. In such cases the creator will receive 50% of the net proceeds received by the College from the commercial exploitation of the intellectual property.

As in Provision 9, it may sometimes be advantageous for the creator and the College to share in the costs of acquiring legal protection and commercial development and exploitation. The distribution of income in such cases shall be negotiated on an individual basis, as provided for in Provision 2.

Intellectual property created solely by a student or students and that is not directly related to sponsored research is exempt from the obligation to pay a fraction of gross proceeds to the College, but not from the non-exclusive license provision.

If neither the College nor the creator choose to immediately exploit a particular intellectual property developed without external or College sponsorship, ownership is retained by the creator. The College retains the right to request at a later time the rights to develop intellectual property that is not exploited by the creator. This provision is not intended to prevent creators from disclosing or publishing such property.

Article J. Faculty Recruitment, Selection, and Appointment

Appointments to the faculty for full-time and part-time positions are made by the President on the recommendation of the search Chair and the Provost. The nature of faculty appointments is dealt with in Article B of this Handbook.

1. Identification of Need

The annual review of curriculum and staffing for the department should identify whether a department identifies departures from current faculty or the need for additional faculty due to increased course offerings. If unforeseen needs for additional part-time or full-time faculty arise at other times, the Chair should discuss the situation with the Provost, identifying the proposed responsibilities of the new faculty member, the experience and background sought and whether the position should be full-time or part-time. The Chair should also identify the type of search that would be likely to recruit appropriate candidates for the identified need.

In considering the request, the Provost will give consideration to the availability of resources, to institutional priorities, and to departmental requirements based on such factors as enrollment trends, the need for various specialties of expertise, as well as the current faculty and rank distribution in the department. Based on these considerations, the Provost will then discuss with the President whether a search should be authorized. The Provost and the President must approve the initiation of any search for a new faculty member. If the search is approved, the Provost will meet with the Chair and discuss the nature of the search and provide the Chair with the written policies and practices that must be followed in conducting the search. The Search Policies and Practices are found in Book 6 of this Handbook.

2. Search Process

Searches for full-time faculty are conducted by Search Committees, typically chaired by the Chair of the department involved. Each committee must include three or four faculty, representing at least three disciplines, and one or two students. If a department is conducting multiple searches, then the Chair will appoint a Search Committee for each search. The Provost, after consulting with the Chair will designate the Chairs for these multiple Search Committees. In the event that the search is for a Chair, the Provost will chair the Search Committee.

The role of the Search Committee is to manage the search process for the faculty position. The Committee, in consultation with the Department involved and the Provost, creates the announcement for the position and suggests periodicals, electronic media, and other ways to reach potential candidates.

The Search Committee reviews the applicants' files and may seek additional information by telephone or e-mail. The search Chair informs the Provost of the candidates the committee proposes to invite to the campus. The Search Committee manages the campus visits of candidates.

The Search Committee recommends one or more candidates, in order of preference, who are considered suitable for the position to the Provost and President, who will be involved in interviewing final candidates. The Search Committee and the Provost will make a recommendation to the President.

In as much as the search process involves personal and professional information about candidates, the review processes and deliberations will be confidential.

3. Offers of Employment/Appointment Letters

An offer of employment and any negotiation concerning the terms will be made only at the direction of the President. A letter of appointment that sets forth the nature of the appointment, the rank and details of the position, salary for the first year, and any other agreed-upon conditions, such as completion of a degree in progress, is issued by the President.

Article K. Termination of Appointments

1. Resignation

The College depends on its faculty to provide a coherent educational experience for its students. It is important that the College be able to rely upon the availability of faculty for upcoming academic years. A faculty member who wishes to resign an appointment is encouraged to provide the College with as much notice as possible so that the academic mission of the College is not jeopardized. Ordinarily resignations should be effective at the end of an academic year. Faculty members should notify the Provost of a resignation at the earliest possible opportunity, but ordinarily not later than May 1.

2. Termination at the End of First Year

A new faculty member in the first year of employment with the College may be terminated if, in the opinion of the College, he/she is not meeting the basic responsibilities of a faculty member.

3. Suspension or Termination for Cause

The College may suspend or terminate the employment of any member of the faculty for cause. For cause includes flagrant violation of professional ethics, incompetence, persistent or severe neglect of duty, or grave misconduct.

Grave misconduct may include such things as alcohol or substance abuse; conduct that is materially or demonstrably injurious to individuals or the College including, without limitation, assault, fraud, theft or proven dishonesty in the course of employment; conviction of a misdemeanor involving moral turpitude or a felony or the entry of a plea of guilty or nolo contendere to a misdemeanor involving moral turpitude or a felony.

All information regarding the matter will be kept confidential. Extreme care will be taken to protect the reputation of the College and faculty member involved.

Therefore, the proceedings, hearings and other deliberations are confidential. Any official statement on the proceedings shall be made through the President's office.

a. Initiation by Provost

When there is reason to believe that a member of the faculty should be suspended or terminated for cause, the Provost will notify the faculty member involved of the circumstances and discuss the matter with the faculty member. The Provost will consult the Chair and Senior Faculty, if appropriate. The Provost will endeavor to reach a mutually satisfactory resolution of the issue, if possible given the circumstances.

In the event that the matter is not resolved, the Provost will present the faculty member involved with a written notice of proposed dismissal and/or suspension and the reasons therefore and provide a copy to the Faculty Personnel Committee. The faculty member involved will be given a reasonable period of time to respond, depending upon the circumstances. The response should be given to the Provost with a copy to the Faculty Personnel Committee.

The faculty member may be suspended before or during the termination proceedings if immediate harm to the institution, the faculty member or others is likely to occur by the continued presence at the College of the faculty member. Ordinarily, the faculty member will be paid for the period of suspension pending the outcome of the proceedings.

b. Role of the Faculty Personnel Committee

If the facts are not in dispute, the Faculty Personnel Committee will review the issues and may discuss them with the faculty member and others involved. The Committee will then present its views of the matter to the Provost. The recommendation of the Provost and the Faculty Personnel Committee will go to the President for action. See Paragraph c. of this section.

When the facts are in dispute, the Faculty Personnel Committee will conduct an inquiry into the matter. The Committee may conduct its inquiry through interviews, hearings, and/or the collection of materials. Any information gathered must be shared with the faculty member involved and the Provost; both will have the opportunity to respond to, rebut or supplement the material.

The faculty member will be permitted to have one or two advisors of his/her own choosing present during the inquiry or hearing process. A full audio recording will be made of any interviews or hearings and made available to the parties. A hearing or inquiry on charges of incompetence may include testimony of faculty members and other scholars, from either Cedar Crest or other institutions of higher education.

In the inquiry or hearings, the faculty member will be afforded an opportunity to present the testimony of witnesses and documentary or other evidence. The College will, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control. The faculty member or his/her advisor and the Provost or representative will have the right, within reasonable limits, to question all witnesses. If a witness cannot appear in person, the Faculty Personnel Committee may conduct the interview by telephone.

While every possible effort will be made to obtain the most reliable evidence available, the Faculty Personnel Committee's work is not a judicial proceeding. The Faculty Personnel Committee is not bound by rules of legal evidence, and may admit any evidence which is relevant or of probative value to resolve the issues. The findings, conclusions and the decision will be based solely on the record it develops.

The Faculty Personnel Committee will make an explicit finding as to whether it finds that adequate cause has been established for termination or suspension. If the Committee concludes that a lesser penalty is appropriate, it may recommend other actions. The Committee will prepare a written report with its findings, recommendations, and supporting reasons, and submit it to the President, with copies provided to the faculty member and the Provost.

c. Role of the President

Upon receiving the report and recommendation, the President will meet with the FPC and the Provost to discuss the issues and possible actions. The President may also meet with the faculty member involved.

If the faculty member is untenured, the President will make a decision concerning termination, suspension, or other action. The President will advise the faculty member of the decision in writing.

If the faculty member has tenure, the President will make a recommendation to the Trustee Academic Affairs Committee of the Board of Trustees regarding potential suspension or termination of tenure.

d. Role of the Board of Trustees

The reports and recommendations of the FPC and President regarding termination or suspension of a tenured faculty member will be presented to the Trustee Academic Affairs Committee of the Board of Trustees for review. The Trustee Academic Affairs Committee will make a recommendation to the full Board of Trustees, who will make the final decision.

4. Financial Exigency or Retrenchment/Discontinuation of a Department, Discipline, or Program

The College may terminate the appointment of any member of the faculty due to financial exigency or the retrenchment or discontinuation of an academic department, discipline, or program. However, the College will make every effort to place affected faculty members in other suitable positions before termination.

This section governs such terminations of any faculty member with tenure or whose term of appointment has not yet expired.

a. Underlying financial or programmatic issues

If the financial or programmatic issues have not been discussed by the appropriate faculty committees during their ongoing work, then the Provost, after consulting with the relevant Chair(s), will provide the Faculty Executive Committee with the information regarding the circumstances surrounding the financial exigency or change in academic programs. The Provost will also notify the Faculty Executive Committee of the impact of the financial exigency or program retrenchment/discontinuation on current faculty members.

The Faculty Executive Committee will have the opportunity to gather additional information on the reason for and impact of the financial exigency or program change. The Faculty Executive Committee review may include a review of academic programs or departments.

The Faculty Executive Committee may consider and propose alternative actions to resolve the financial exigency or need to discontinue a program. The Faculty Executive Committee and the Senior Officers of the College may discuss the issues and identify potential resolutions. Following the discussion, the Provost and the Faculty Executive Committee will submit written reports and recommendations to the President.

b. Impact on particular faculty

In addition to examining the financial exigency or program discontinuation, the Provost and the Faculty Executive Committee, independently and jointly, should

consider whether appropriate comparable positions exist for affected faculty members.

c. Termination of faculty

After discussion with the Faculty Executive Committee, the President will make a decision on whether the termination of a faculty member with tenure or in the midst of an appointment due to a financial exigency or retrenchment/discontinuation of a program is warranted. If the faculty member involved has a tenured appointment, the President will make a recommendation for termination of a tenured appointment to the Trustee Academic Affairs Committee of the Board of Trustees for review.

In every case of termination due to financial exigency or retrenchment/discontinuation of a program or department of instruction, the faculty member concerned will be given notice as soon as possible. If the faculty member does not receive a year's notice, he/she will receive severance salary for twelve months or the remainder of the term of appointment, whichever is less.

If a faculty member is terminated due to financial exigency or retrenchment/discontinuation of a program of instruction, the faculty member's position will not be filled by a replacement for a period of three years. Within that time period, if a retrenched/discontinued program or department is expanded/reinstated, the released faculty member must be offered reappointment at the rank held prior to dismissal, including tenure if applicable, and given a reasonable time within which to accept or decline the offer, before the position may be offered to another person.

Article L. Grievances and Appeals

Any faculty member who believes he/she has been adversely affected by a violation, misinterpretation, or improper application of the provisions of the Faculty Handbook may petition the Faculty Grievance Committee for a review. Appeals from the Faculty Grievance Committee may be made to the President. Appeals from a decision of the President may be made to the Trustee Academic Affairs Committee of the Board of Trustees.

The Grievance Committee and President are encouraged to resolve the matter to the mutual satisfaction of the parties involved in the grievance at any point.

All information regarding the matter will be kept confidential. Extreme care will be taken to protect the reputation of the College and faculty member involved.

1. Petition to the Faculty Grievance Committee

The faculty member may initiate a grievance by presenting to the Grievance Committee a petition that sets forth in detail the nature of the grievance, and states against whom the grievance is directed, attaching any factual or other data that the

petitioner deems pertinent to the case. At the same time, the faculty member will provide a copy of the petition to the person(s) named in the grievance.

The Grievance Committee will notify the parties in writing whether the petition falls within their jurisdiction as outlined above, and if so, give the party against whom the grievance is filed an opportunity to respond. The Committee may seek to gather additional information as needed. The Committee's work is not a judicial proceeding. While every possible effort will be made to obtain the most reliable evidence available, the Committee is not bound by rules of legal evidence.

Upon concluding its review, the Committee will meet with both parties in an attempt to arrive at a mutually satisfactory settlement of the case through a process of mediation. If the mediation is not successful, the Grievance Committee will issue a written report and recommendation to the President, with copies to both parties. The Committee is empowered to recommend a variety of solutions to resolve a grievance.

2. Appeal to the President

If dissatisfied with the recommendation of the Grievance Committee, either party to the grievance may pursue the matter with a written appeal to the President for a decision. If, however, the President is a party to the grievance, then this step is omitted.

3. Appeal to the Trustee Academic Affairs Committee

If dissatisfied with the decision of the President, either party to the grievance may pursue the matter with a written appeal to the Trustee Academic Affairs Committee of the Board of Trustees for a final decision.

If the President is a party to the grievance, either party that is dissatisfied with the recommendation of the Grievance Committee may pursue the matter with a written appeal to the Trustee Academic Affairs Committee of the Board of Trustees for a final decision.

Article M. Benefits for Faculty

1. Faculty Development Fund

The College supports faculty activities that strengthen the quality of the educational program through awards from the Faculty Development Fund. Full-time and part-time faculty members may apply for support in three categories: an original scholarly or creative project; presentation of scholarly or creative work at conferences, workshops, or exhibitions; and enhancement of the faculty member's expertise, breadth of knowledge, or skills.

A deadline for proposals is announced each semester by the Faculty Development Committee, which issues guidelines for applications, reviews proposals, and makes recommendations to the Provost and the President for their approval.

2. Sabbatical Leaves

Faculty members may be granted sabbatical leaves at intervals of not less than seven years' full-time academic service at Cedar Crest College. Leaves are granted primarily for the purpose of study and research, or approved travel, as a means of enhancing professional growth. Applications should be submitted by September 15th of the preceding academic year.

Application for the sabbatical is made to the President through the Department Chair and the Provost. A faculty member who wishes to be considered for a sabbatical leave should write an application letter that includes a concise one- to two-page description of the project the faculty member intends to pursue, as well as its purpose, its goals, and its value to the faculty member and Cedar Crest College. A sabbatical application should indicate the scholarly, creative, research, and/or artistic merits of the project proposed, and the potential of the project to contribute to the professional development of the faculty member and, hence, to strengthen the quality of the educational program of the College.

Upon receipt of the sabbatical application from a faculty member, the Department Chair should write a letter of support or denial of support for the sabbatical, based upon such considerations as an evaluation of the significance of the faculty member's project to the faculty member and to the department, and the impact that the sabbatical leave would have upon the department's academic program. The Chair forwards the faculty member's application and his/her recommendation to the Provost, giving a copy of the recommendation to the faculty member.

The Provost, in turn, reviews the sabbatical application and the Chair's recommendation and writes a letter of support or denial of support for the sabbatical, taking into consideration the needs of the faculty member, the department, and the College. This recommendation, along with the faculty member's application letter and Chair's recommendation, is forwarded to the President, with copies sent to the faculty member and Department Chair.

The President will then either approve or deny the faculty member's application for a sabbatical, and will inform the faculty member, Chair, and Provost of the final decision. Normally, final judgments concerning faculty members' requests for sabbaticals should be made by the beginning of the Spring semester following application, in order to ensure that departments can properly plan for the absence of faculty members during the following academic year.

Cedar Crest will pay the faculty member on sabbatical leave the full salary for one term, or half the salary for two terms. In general, no faculty member may accept salary or other remuneration in addition to the salary paid by the College while on

sabbatical leave. This prohibition is intended to apply to teaching or other work accepted primarily as a means of earning an income; it does not apply to royalties or earnings from writing. Cash scholarships, fellowships, or other remuneration to help finance the research or study shall not be prohibited by this policy.

Upon completion of the sabbatical, the faculty member will submit to the Trustees via the President of the College a report covering the major activities and accomplishments of the sabbatical. The report should be presented no later than one full semester following the leave (i.e., the end of the Fall semester for full-year or Spring sabbaticals; the end of the Spring semester for Fall sabbaticals.)

The faculty member will be expected to continue in the service of Cedar Crest College for at least two consecutive semesters following the sabbatical leave.

3. Professional Leaves without Pay

Leaves of absence without pay for one year or less are encouraged by Cedar Crest College where such absences contribute to the faculty members' growth and professional advancement. Requests for leaves of absence are made to the Provost through the Department Chair, and must be approved by the President.

Any full-time faculty member wishing leave for a semester or year in order to pursue research and development either towards a terminal degree or after such a degree, may apply for such a leave without salary. Application is to be made by 1 March for the Fall semester of the following academic year; 1 October for the Spring semester of the following academic year. Waiver of these dates may be considered if approved first by the Department Chair and the Provost.

If the faculty member requesting leave is on a tenure-track appointment, the provisions of Section A.4.a. will apply to determine how that leave of absence time will affect the timetable for the tenure review. The terms of the leave will be stated in writing at the time the leave is approved.

4. Partial Retirement

Academic personnel shall submit requests for partial retirement to the Provost, along with their department Chair's recommendation, and a long-range staffing plan for the department. Such requests shall state the percentage of full-time workload (not more than 50% nor less than 25%) that the faculty member wishes to continue and other pertinent details. The department Chair must demonstrate a need for the individual's services on less than a full-time basis, continuity of departmental operation without disruption or full-time replacement during the period of the employee's partial retirement. The final decision shall rest with the President.

5. Emeritus Status

a. Criteria

A faculty member must be eligible and approved for normal or early retirement, and must be retiring during the year when emeritus status is to be granted.

The individual normally would have served as a full-time faculty member for fifteen years, must have attained at least the rank of Associate Professor, and must have served at least five years as an Associate or full Professor.

b. Process

After consulting the Faculty Personnel Committee, the Provost may nominate a faculty member for emeritus status by writing to the President, with supporting information. The President will review the nomination and forward it along with his/her own recommendation to the Executive Committee of the Board of Trustees. If granted, emeritus status is conferred by a letter signed by the President of the College, and awarded at the next Commencement, Convocation, or similar event.

The term “EMERITUS” or EMERITA” shall be added to the person’s title, and the faculty member shall be listed in the appropriate section of the College catalog.

c. Emeritus Status Privileges include: Fitness Center admittance, use of the Rodale Aquatic Center, library access, computer lab access, Cedar Crest e-mail and auditing of courses for emeritus faculty and spouse without a fee. When participating in an emeritus benefit, College policies must be followed.

(revised 1/12/2010)

Article N. Effective Date

This Book is effective as of the date of adoption by the Board of Trustees. A faculty member who held a tenure-track appointment as of the date of adoption will hold a tenure-track appointment under this new Book and, upon successful completion of the tenure review process, will be awarded tenure.

Article O. Procedure to Amend

1. The Faculty Handbook, Book 3, may be amended provided that the following procedures are followed.
2. A motion to amend may be moved at any meeting of the Faculty or submitted in writing to the Faculty Personnel Committee.
3. Before any action is taken, the proposed amendment will be considered by the Faculty Personnel Committee. The FPC will consider the amendment and issue a written report in which the Committee either:

- a. recommends the Faculty's approval of the amendment as originally proposed,
- b. proposes a substitute amendment whose approval it recommends, or
- c. recommends that the amendment not be approved.

The Faculty Personnel Committee's report will include reasons for the recommendation.

4. The Committee's report will be distributed not less than two calendar weeks prior to the regular or special Faculty meeting at which it is to be considered.
5. A motion to amend may be voted at any regular or special Faculty meeting called for that purpose, provided at least four calendar weeks have elapsed since it was proposed. The provision to delay the vote may be waived by a vote of 2/3 of the members present and voting.
6. Any amendment must pass by a 2/3 majority vote of those faculty present and voting.
7. An amendment adopted by the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. The amendment is effective only upon adoption by the Board of Trustees.