

BOOK THREE. Faculty Policies

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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, the Professors, Associate Professors, Assistant Professors, Instructors, Lecturers, and such other offices and staff of the College as the President may determine. (Article VII, Section I)

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 for the work and personnel of their departments. The members of departments shall be responsible to the President and the Provost 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

As an institution of higher education committed to academic excellence, particularly in the areas of teaching and scholarship, Cedar Crest College recognizes that such excellence is best achieved by appointing faculty members who corporately reflect the diverse backgrounds of the students they teach, and who individually engage deeply, passionately, critically, and creatively with their academic subjects and with new ideas, perspectives, and pedagogies.

To foster a diverse and well-qualified faculty body, Cedar Crest engages in planning at both the department and institutional level to recruit, appoint, and retain faculty who will meet the needs of each academic discipline and who will contribute to the diversity of the institution as a whole.

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 Council, the Committee for Undergraduate Education, and the President.

Cedar Crest also desires to reflect in its faculty the broad and deep diversity of its students. At the institutional level, the Provost, in consultation with department chairs and deans, and informed by strategic planning processes intended to promote faculty diversity, will identify areas of need and opportunity where faculty hires may advance this institutional goal. Based upon these conversations and pursuit of strategic planning goals, the Provost will make staffing recommendations to the President.

The President, informed by these recommendations at the department and provostial levels, 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. Similarly, if the Provost initiates a recommendation to create a faculty line based upon strategic planning processes to foster diversity, the Provost will discuss the matter with involved academic program faculty and 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, as well as institutional goals surrounding diversity.

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.

Realizing that retaining a diverse faculty body able to support our student population may necessitate the recognition of service to the College beyond the scope of typical faculty appointments, the President shall also have the discretion to determine whether the details of a faculty appointment should specify how service to the institution will be acknowledged as an expectation of the appointment.

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 (amended February 12, 2004)

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, by the faculty member’s Senior Members, the Promotion and Tenure Committee, the Provost, and the President has resulted in a recommendation by the President that the faculty member be awarded tenure. The role of the Academic Affairs Committee is to provide oversight of Board policies on faculty appointment, promotion and tenure, as well as to recommend candidates to the Board of Trustees for promotion and tenure. In particular, the role of the Academic Affairs Committee in this process is to determine that the tenure and promotion process has been carried out fairly and impartially [Approved by the Board of Trustees February 2017] 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 academic year.

Upon being approved for tenure-track status (subsequent to meeting the criteria outlined in Book III.A.4.a), a faculty member who has served two or more academic years as a full-time faculty member at Cedar Crest College may accept two years' credit and sit for the mid-tenure-track review in the next academic year (the first year of appointment on tenure track); the faculty member must then apply for tenure in the fourth year after having been converted to tenure track. A faculty member who has two or more years as a full-time faculty member may instead decline the two years' credit and have a mid-tenure-track review in the third year after having been converted to tenure track (e.g., after completion of the second year on tenure track); the faculty member must then apply for promotion and tenure in the sixth year after conversion to tenure track. The decision to accept or decline the two years' credit toward the tenure timeline must be committed to at the time of the change of status.

Faculty members converted to tenure track, whether or not they accept two-years credit toward application for tenure, may be approved to count time on granted leave or reduced responsibilities as excluded from the tenure application time limit, pursuant to Book III.A.4.a.

Assistant Professors who initially hold a non-tenure-track appointment but are subsequently converted to tenure-track will continue to be eligible to apply for promotion to the rank of Associate Professor pursuant to the criteria established in Book III.G.3.c for non-tenure-track faculty; such faculty members will be eligible to apply for tenure based upon the timeline specified within Book III.A.5 herein.

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. Senior Instructor

The rank of senior instructor signifies that a faculty member has demonstrated exceptional performance of his/her instructional, service, and professional development responsibilities.

To be eligible to be considered for promotion to the rank of Senior Instructor, a faculty member must have served as an Instructor for a minimum of five years of full-time employment at Cedar Crest College. (Amended June 2015)

c. Assistant Professor

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

d. 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.

e. 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 fulfill 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. Faculty Rights and Responsibilities

1. College Educational Mission and Educational Outcomes

Cedar Crest College’s diversity statement provides a context for an understanding of the responsibilities and expectations of faculty members, as well as for an understanding of how academic freedom supports and promotes the goals of diversity, inclusion, and equity:

Founded under the mission to expand women’s access to higher education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

According to the College’s mission statement, “As a liberal arts institution, Cedar Crest College seeks to prepare students for life in a global community by educating the whole student at all stages of life and experience.” It is the responsibility of the Faculty to help students to attain this educational goal, so that they may draw on the identities, cultures, and experiences they bring with them, as well as apply the skills, insights, and capacities their education develops within them during their time here, in order to become more reflective in their lives and more informed and engaged participants in their communities.

In its 2006 statement “Academic Freedom and Educational Responsibility,” the Association of American Colleges and Universities (AAC&U) observed that a liberal education promotes students’ capacities to form their own judgments about complex or controversial questions, to express curiosity and open-mindedness about alternate perspectives or solutions, to be willing to revise their positions when presented with compelling evidence, to be tolerant of ambiguity, and to be respectful of others who hold different views or have different experiences (<https://www.aacu.org/publications-research/periodicals/academic-freedom-and-educational-responsibility>). In order to create the environment in which this kind of education can take place, faculty members and the institution must seek to protect academic freedom as well as to expect that faculty members will use that freedom to support Cedar Crest’s liberal arts mission and its embrace of inclusion as a guiding educational principle.

Academic freedom is both a defining ideal of the academy and an expectation that guides faculty decision-making: Cedar Crest College, through its educational and cultural programming, seeks to create a climate that promotes inquiry and welcomes competing perspectives while encouraging members of the community to respond with curiosity, thoughtfulness, and respect. In “Academic Freedom and Educational Responsibility,” the AAC&U notes that “academic freedom is sometimes confused with autonomy, thought and speech freed from all constraints. But academic freedom implies not just freedom from constraint but also freedom for faculty and students to work within a scholarly community to develop the intellectual and personal qualities required of citizens in a vibrant democracy and participants in a vigorous economy. Academic freedom is protected by society so that faculty and students can use that freedom to promote the larger good.”

Further, in its online statement “Making Excellence Inclusive,” the AAC&U notes that “A high-quality, practical liberal education should be the standard of excellence for all students. The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.” The AAC&U defines inclusion as “the active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (<https://www.aacu.org/making-excellence-inclusive>).

Cedar Crest College faculty members have an obligation to use their academic freedom to help to create a community of inquiry, curiosity, open-mindedness, tolerance, and respect, all of which are the markers of a liberal education. In so doing, the Faculty promote the College’s educational mission and take students on an intellectual journey that prepares them for life in a global community. Cedar Crest College’s statements on academic freedom and on professional ethics within this Article, as well as the information in the subsequent Article on the responsibilities and expectations of faculty members, should be read in the context of the College’s mission and educational outcomes as described above.

2. 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.

3. Professional Ethics¹

¹ 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).

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 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.

Article C. Faculty Expectations and Performance Measures

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. Teaching

a. Responsibilities

Cedar Crest College faculty members, using their academic freedom, should strive to create a community of inquiry, curiosity, open-mindedness, tolerance, and respect, all of which are the markers of a liberal education (see Article B.1, above). In the classroom, faculty are obligated to use inclusive approaches to ensure that all students can access the benefits of a Cedar Crest education, consistent with the College's mission.

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 one who helps all 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, including digital components; report attendance as required by the College; hold appropriate office hours; confer with and advise students; and evaluate students fairly and report promptly on their achievements, including reporting academic support and advising concerns via appropriate methods.

Effective teaching displays inclusion, 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, including diverse and inclusive content in student learning outcomes and course materials
- Presentations are clear and well-organized and use appropriate technology
- Teaching strategies to decentralize the power and encourage students' engagement with each other in the classroom are employed whenever possible, as appropriate
- Course assignments are clearly related to course objectives and allow students to demonstrate their understanding of course materials in various ways, including diverse perspectives
- Students are encouraged to ask questions and express their opinions, as appropriate
- Classroom climate and language are inclusive of all members of the learning community
- Faculty member provides research and/or scholarly opportunities for students, as appropriate
- Community engagement and other out-of-classroom activities should allow students the opportunity to engage with course content deeply, connect to the needs of campus and local communities in ways that address equity and inclusion of all participants, and aim to contribute to the public good.
- As assigned by the department, faculty member demonstrates ability to teach lower-level as well as upper-level level undergraduate courses in the discipline. Faculty member assigned to teach graduate courses demonstrates ability to offer advanced coursework that meets the learning outcomes for the discipline, including support of graduate student research.

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. Such creativity extends to an ability to offer a range of teaching approaches that fosters the inclusion of students from diverse backgrounds.
- 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, including the appropriate use of technology
- Faculty member connects student learning outcomes to the liberal arts curriculum and/or to departmental or program learning outcomes, consistent with the goals of the course

c. Documenting performance

Faculty members must demonstrate that they meet the performance expectation for instruction appropriate for their stage in the profession. They 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.

2. 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. Faculty are expected to pursue both scholarship and other forms of professional development, although the balance between these two areas may vary by discipline. The principle of professional development is one to which Cedar Crest College subscribes for all faculty. Professional development involves activities that increase the faculty member's knowledge and enhance scholarly or artistic expertise.

Scholarship involves the application of the faculty member's knowledge, creativity, and expertise to advance the mission of higher education in general and Cedar Crest's mission in particular. An expansive definition of scholarship promotes the kinds of intellectual and creative faculty activities that allow Cedar Crest to engage and enhance student learning, to build frameworks for community collaborations, to create new knowledge, and to synthesize and apply forms of knowledge in an effort to understand and respond to local and global challenges.

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
- Attendance at professional workshops, seminars, and fieldtrips
- Obtaining professional certification
- Continued education as required to maintain professional certification
- Receiving outside fellowships and awards
- Receiving College development funding for a project or continuing education

ii) Scholarship

For the purpose of promotion and tenure, Cedar Crest College recognizes the Boyer model of scholarship, while expecting recognition of such work through peer review. This model identifies four types of scholarship: (1) scholarship of discovery, (2) scholarship of teaching, (3) scholarship of application, and (4) scholarship of integration.

The four types of scholarship described by Dr. Ernest Boyer are described as follows:

1. The Scholarship of Discovery:

- The search or pursuit of new knowledge; original research or creative scholarship
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication
- "...the commitment to knowledge for its own sake, to freedom of inquiry"

2. The Scholarship of Teaching:

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.

- The act of teaching as well as the planning and examination of pedagogical procedures
3. The Scholarship of Application:
 - Using knowledge responsibly to solve consequential problems, especially those that affect on-campus communities and society as a whole
 - Knowledge that arises out of the very act of application.
 - Discovering ways that new knowledge can be used to solve real world problems.
 4. The Scholarship of Integration:
 - Interpretation, synthesis, and bringing new insights to original research or creative scholarship
 - Integration of knowledge from different disciplines and sources
 - Presenting overview of findings in a research topic
 - Bringing findings together from different disciplines to discover convergence.
 - Identifying trends and seeing knowledge in new ways.

Examples listed in Appendix 1 capture the range and diversity of scholarly and creative activities to support faculty in describing how their work aligns with the standards for scholarly and creative work that Ernest Boyer defined and that numerous institutions have adopted. Additional examples of scholarship, beyond those listed in Appendix 1, representing any of the four Boyer categories should be submitted to the Faculty Personnel Committee for proposal as Faculty Handbook amendments. Newly approved examples may be applied immediately to faculty evaluation.

Because Cedar Crest values all four types of scholarship equally, faculty are welcome to pursue each of these types of scholarship at Cedar Crest. While departments may expect a faculty member to apply specific disciplinary knowledge or practice or to engage in specific research activities in order to promote student learning outcomes specified by the program, they may not dictate a faculty member's scholarship outside of the context of student engagement. All faculty are encouraged to connect their disciplinary expertise to those scholarship areas where they can have the greatest impact on students and the wider community.

Scholarly and creative work should follow the widely used standards that apply to all four of the Boyer categories and can be used to assess scholarly and creative work. To fall within the general category of scholarship, the activity is expected to meet these standards:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique
- Public dissemination

- Peer reviewed

c. Documenting performance

Faculty members must demonstrate that they meet the performance expectations for professional development appropriate for their stage in the profession. Faculty members may demonstrate that performance standards have been met in self-evaluations and performance reviews by including evidence of professional activities.

Faculty members must demonstrate that they have an intentional plan for and are engaged in scholarly projects as appropriate to their stage in the profession and within the context of their discipline. Faculty members may demonstrate that performance standards have been met in self-evaluations and performance reviews by including evidence of scholarship, including a discussion of which of the four types of scholarship is represented and its contribution to the department and/or to the College or the community more widely.

3. 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; if this work is peer reviewed and disseminated externally, this work would be classified as scholarship.

- 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 progresses, 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 participate in ongoing training regarding Diversity and Inclusion consistent with the College's Mission and Diversity statements.
- 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 and all Commencement Exercises in academic regalia. (Amended May 11, 2012)
- 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; this work may fall under the definition of scholarship.
- If Faculty members are unable to check email and voice mail at some point during the year, they are requested to create email and voice mail messages designating a department chair or staff person as a source of information. (Amended May 2013)

- Faculty members are not expected to serve on committees during the summer unless it is within the charge of the committee to do so. (i.e. FAC) (Amended May 2013)
- Faculty members are encouraged to communicate with their department chairs when they will be away from the campus or unable to communicate for an extended period of time. (Amended May 2013)

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 D 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

Responsibility for the excellence and functioning of the department should be shared by all members of the department. As a result, chairs are expected to consult with members of the

department on a regular basis concerning the business of the department. The chair is also expected to delegate aspects of the departmental business as appropriate and effective. However, as chairs maintain the final responsibility for the well-being of the department, department chairs must be consulted initially regarding matters that affect departmental faculty and programs and they must also have the authority to make final decisions concerning issue under their jurisdiction. Any disputes within the department regarding chairs' decisions should be resolved internally if possible, or referred to the Provost as necessary.

The Provost appoints a Chair, in consultation with 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. Chairs are evaluated by the faculty in their department. The term may be renewed after consultation with the department. Chairs receive course load reduction commensurate with the size and work load of the department. Chairs on a nine-month appointment, or the persons designated to serve as Chair for the summer, receive a summer stipend. [Amended February 28, 2012]

Chairs of academic departments should be individuals with tenured appointments. When circumstances prevent a tenured member of the faculty to serve as chair, appropriate guidance and support will be afforded the untenured chair.

Department Chair Responsibilities:

a. Program

1. Organize and coordinate the department faculty in developing, implementing and evaluating short and long-range programmatic goals, objectives and standards.
2. Work with the faculty to develop annual program assessment plans and reports.
3. Work with the faculty to identify and evaluate learning outcomes through program assessment.
4. Provide leadership in enhancing the quality, coherence and distinctiveness of academic programs.
5. Develop standards, curricula and procedures that prepare graduates for professional and graduate school or employment endeavors.
6. Ensure excellence in faculty advisement for all students in programs.
7. Represent the department's interests in discussions of scheduling or canceling courses.
8. Ensure the scheduling of courses across time blocks and work with other department chairs to reduce time conflicts for students. [Amended February 28, 2012]
9. Provide for the department's review of 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.

b. Personnel [Amended February 28, 2012]

1. Communicate the needs of department personnel to the Provost.

2. Develop an effective and equitable distribution of faculty assignments for teaching duties and other responsibilities within the department.
3. Evaluate and counsel department members concerning the performance of their duties in the three areas of faculty responsibility (teaching, service, scholarship and professional development) according to the required time-line stated in the faculty handbook.
4. Provide ongoing and timely feedback and honest assessment to untenured faculty.
5. Help faculty members prioritize their work obligations inside and outside the department in light of teaching and other responsibilities.
6. Oversee department faculty to ensure that department assignments are fulfilled.
7. Promote collegiality within the department and maintain faculty morale by reducing, resolving or preventing conflicts.
8. Make recommendations to the Provost, after consultation with senior faculty, for tenure, promotion, reappointment and termination of faculty.
9. Present to the Provost, after consultation with faculty, recommendations for additional faculty and support staff.
10. Recruit, supervise and review the performance of adjunct faculty.
11. Chair faculty search committees, except in searches for a chair or in cases of multiple searches within the department.
12. Ensure that all new faculty are mentored.
13. Advise the Provost on faculty requests for sabbaticals and leaves of absence.
14. Facilitate peer reviews of teaching, as described in Article F, 3B, below.
15. Supervise and evaluate the department support staff.

c. Administrative

1. Serve as an advocate for the department and represent the department in the College, the community and to other agencies or societies as appropriate.
2. Encourage and support initiatives that promote quality instruction, professional development and scholarly activities of department faculty.
3. Communicate the fiscal and space needs of the department to the Provost or appropriate administrative office.
4. Manage the department resources, including preparing and managing the budget, in accordance with College guidelines.
5. Secure and maintain adequate supplies, materials and equipment for the department.
6. Participate in planning capital improvements and maintenance of physical facilities.
7. Communicate and implement College policies related to the department.
8. Insure compliance with external regulatory agency policies and applicable laws.
9. Address concerns of students, faculty, or administrators relating to department members, including student appeals of academic matters.
10. Review and evaluate courses for transfer credit and articulation agreements.
11. Prepare departmental listings for the Course Schedule and College Catalogue.

12. Maintain files related to department matters.
 - i. (Amended February 28, 2012)

Article E. 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 F. 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 G. 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, updated CV, 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 fall semester of their third year of service at the College (see [Article G.2.e](#)). 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. Tenure-track faculty who come to Cedar Crest with two years or more on tenure track at a previous institution will have a third year review in the fall semester of their third full year at Cedar Crest College (after having completed two years).

Faculty at the rank of Instructor who intend to apply for promotion to Senior Instructor should follow the directions for application, including the preparation of an expanded self-evaluation, described in Article G.3.a.ii.

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 third 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 at the end of the Second Year (Amended May 2013)

Sept 1st – An expanded Self Evaluation to the Chair and Senior Faculty

Nov 1st – Faculty Self Evaluation and Chair/Senior Faculty's Evaluation to the Provost

Jan 15th – (In the Third Year) Faculty member meeting with Chair and Provost.

Faculty in the year of an application for tenure and/or promotion:

May 15	Letter of intent to Provost, copied to Chair
September 15	Tenure and/or Promotion Application to Chair, Self-evaluation for previous year will be included as part of this Tenure and/or Promotion Application

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 as scheduled

Instructors, in year of application for promotion to Senior Instructor:

May 15	Letter of intent to Provost, copied to Chair
September 1	Expanded self-evaluation to Chair
November 15	Self-evaluation and Chair/Senior Faculty's evaluation to the Provost and Promotion and Tenure Committee (Amended June 2015)

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. All faculty members (tenured or untenured) will use the College's online faculty evaluation tracking system (e.g., Interfolio) to submit their self-evaluation for review by their Department Chair or School Dean, Senior Faculty, and the Provost. The self-evaluation should cover all of the aspects of the faculty responsibilities set forth in [Article C](#) 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 fall of the third year (see a. schedule above)

In the third year of a tenure-track faculty member's appointment (following the completion of the second year), 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 and to the Promotion and Tenure Committee 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](#). In addition, the faculty member will meet with the Promotion and Tenure Committee to discuss all the documentation related to the third-year review. The Promotion and Tenure Committee will then submit a letter to the candidate and the Provost on the Committee's assessment of the review including any recommendations for future consideration by the faculty member.

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. On-going reviews of teaching

a. Student course evaluations

All instructors will provide for anonymous evaluations by the students in each course, ordinarily through an electronic questionnaire and open-ended electronic comments form that is provided via an email to the student by the College. If the standard questionnaires and/or administration procedure are not appropriate to the course, the instructor can 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. Faculty should encourage their students to participate in the electronic evaluation process. After processing, the results are electronically forwarded from the Provost's Office to the Chair and faculty member. The assistant to the Provost makes them available to the instructor for review. 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 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 tenure track faculty will be reviewed once per academic semester. The two classroom visits required each year for tenure-track faculty must be conducted by, whenever possible, two different tenured faculty, chosen by the faculty member, in consultation with the Department chair. 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.

All full time and part time non-tenure track faculty will be reviewed once per academic year. Adjunct faculty will be reviewed during the first semester of teaching and at regular intervals thereafter based on their teaching schedules. Classroom visits are ordinarily conducted by a tenured faculty member chosen by the faculty member in consultation with the Department Chair. 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.

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.

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 and to include those reviews in their Annual Self-Evaluations. Faculty intending to apply for promotion to Full Professor are expected to submit at least two peer reviews during the six year period after promotion to Associate Professor. (Amended January 2011)

Article H. 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 Promotion and Tenure 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 the 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. Letters must identify the writer and be received in the Provost's office by September 15 to be considered. All letters received in the Provost's office by that date will be added to the candidate's application with a copy forwarded to the candidate's department Chair for inclusion into the promotion and tenure application. The Chair will subsequently provide a copy of each letter to the candidate. The candidate may respond in writing to any letter. This response is due to the Chair by October 1 at which time it will be added to the application.

The candidate will submit an application for promotion and/or tenure to the Chair by September 15 following the guidelines set forth in G.4 below. Within the application, the candidate must demonstrate a compelling case that would warrant granting of tenure. The candidate will assemble the application with assistance from the department Chair as necessary. The application 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 tenure/promotion application is discussed in detail in G.4 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 departmental Senior Faculty will review the file and advise the Chair on their assessment. After consulting the departmental Senior Faculty, the Chair will prepare a written recommendation that will be signed by all departmental Senior Faculty members indicating their agreement or disagreement. The departmental recommendation will be added to the application by October 15 with a copy provided to the candidate. The promotion and tenure application will

be sent to the Provost's office by October 15 for use by the Provost and the Promotion and Tenure Committee. Any departmental Senior Faculty member who believes that the Chair's recommendation does not adequately reflect his/her opinion may submit a separate statement. That statement will be sent to the Provost's office by October 22 at which point it will be added to the application and a copy provided to the candidate. The candidate has the opportunity to respond to all departmental recommendations. That response must be received in the Provost's office by November 1 at which time it will be added to the promotion and tenure application.

After reviewing the application, the Provost and/or the Promotion & Tenure Committee may seek additional information as necessary or appropriate, including meeting with the candidate. Any material that is gathered will be added to the application and a copy will be provided to the faculty member, who will have an opportunity to respond. After their separate reviews, the Provost and Promotion & Tenure Committee 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 application and copies provided to the candidate by December 1 at which time the application will be sent to the President's office. The candidate has the opportunity to respond to the recommendation of the Provost and/or the Promotion & Tenure Committee. These responses are due in writing by December 7.

After reviewing the application, the President may meet with the candidate, Chair, Senior Faculty, Promotion & Tenure Committee, 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 January 2.

After the Trustee Academic Affairs Committee **reviews a summary of the recommendations the candidate has received at each level of review, and has informed the Board of Trustees that the tenure and promotion process has been carried out fairly and impartially**, 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. (Amended March 13, 2012 Approved by Academic Affairs Committee February 2017)

3. Promotion

a. Promotion from instructor to senior instructor

A full-time instructor may be considered for promotion to senior instructor after five years of full-time employment at Cedar Crest College. A part-time instructor, other than those appointed on an adjunct basis, will have a proportional number of years of service as specified in the faculty appointment letter in relation to a full-time teaching load counted toward promotion for each year of appointment (e.g., 12 credits annually, or half of a full-time teaching load, equates to 0.5 years of credit for the year); part-

time instructors may thus be considered for promotion to senior instructor after accumulating five years of credit through such appointments.

(i) Criteria for promotion from instructor to senior instructor

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

Instructors are not expected to produce scholarship and may have limited opportunities for professional development. However, candidates are encouraged to include any performance in this area in their applications, if applicable.

(ii) Procedure and timeframe

In April, the Provost will notify each instructor who is eligible for a promotion review in the following fall term, with a copy to the Chair. An instructor who wishes to be a candidate for promotion to senior instructor will notify the Provost in writing by May 15 of his/her intention, with a copy to the Chair. On September 1 an expanded self-evaluation that is reflective and cumulative is due to the Chair, who should share it with senior faculty in the department. By November 15, the files with the Chair's evaluation, including input and signatures from senior department member, should be submitted to the Provost and Promotion & Tenure Committee simultaneously. The Provost and Promotion & Tenure Committee should confer by January 15th: the Promotion & Tenure Committee will offer the Provost its recommendation, copied to the candidate, which the Provost will take into consideration before issuing his or her final decision regarding promotion. The Provost will make a formal written recommendation about promotion to the President, copied to the candidate, no later than February 1st.

As is the case with all other tenure and promotion processes, the candidate will have an opportunity to respond to recommendations made at any stage of the process; however, any response must be made no later than February 15th. (Amended February 2015)

b. Promotion to assistant professor

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

c. 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 with a terminal degree are eligible to apply for promotion to Associate Professor in the sixth year as Assistant Professor or later. Part-time appointments will count as 0.5 years of service, for purposes of promotion.

(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.

d. 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 and/or promotion to Associate Professor or Professor will consist of his/her current curriculum vitae, a clear narrative in which the candidate assesses his/her performance in each of the areas of faculty responsibility, optional appendices with supporting materials all departmental records related to the faculty member's performance, and information submitted specifically for the review process. For promotion to Professor, material can only cover the time frame since tenure.

The application narrative 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. The narrative length should be limited to six pages for each evaluation area. More than a recitation or summary of activities and honors, the narrative 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.

All materials in the candidate's application should be clearly relevant to the evaluation decision for promotion. An index of appended materials must be provided.

The application will thus include but is not limited to:

- Candidate's curriculum vitae
- Narrative
- Optional appendices with supporting materials
- Index
- 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 for teaching
- Supporting statement/letters received from student, faculty, or professional colleagues at Cedar Crest or elsewhere.

A second copy of the candidate's vitae and narrative should be retained for the department's files.

5. The Review Process

The candidate and Chair are encouraged to review the application as assembled to determine that all expected elements are included. In addition, as the review takes place, any additional materials obtained and considered by the Chair, Promotion and Tenure Committee [Amended May 11, 2012], 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 application and deliberations, all parties involved will maintain strict confidentiality with respect to information about the faculty member.

(Amended March 13, 2012)

Article I. Intellectual Property

The parties in this agreement believe that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the College and its learning communities reasonable access to, and use of, the intellectual property for whose creation the College has provided assistance.

The College recognizes that faculty members—including full and part-time faculty members and adjuncts—are independent scholars, researchers, and teachers governed by the principles of academic freedom. The products of their normal academic pursuits—including scholarship and creative works, research and teaching materials—reflect the special status of faculty intellectual work; as a result, faculty members are entitled to retain the intellectual property rights to those products created while in the employ of the College. The language that follows defines intellectual property and sets forth the typical circumstances surrounding ownership of intellectual property, as well as those special circumstances in which the College may claim such ownership.

What is intellectual property?

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. Finally, intellectual property includes faculty lectures and original audiovisual instructional materials.

Who owns the intellectual property?

In general, intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty author or inventor except as he or she may voluntarily and specifically choose to transfer such property, in full or in part. The following sections describe the nature of ownership for the various categories of intellectual property, as well as the special circumstances under which the College may assert ownership of intellectual property.

Educational content

Faculty members retain ownership to course-related materials exclusive of course syllabi that are developed within the scope of their regular responsibilities as faculty members. With regard to course materials, no distinction is made between online or electronically enhanced courses and courses taught on the ground with more traditional media and methods. Inasmuch as a faculty member is hired for his or her education and expertise, and the faculty member shares these with the College community as described elsewhere in Book Three under “Faculty Responsibilities,” the “location” of a course, whether in person or in an online environment, does not in and of itself change faculty ownership of the content s/he creates for that course.

There are, however, four circumstances under which the College may claim use and/or ownership of faculty-created materials:

1. A faculty member agrees in advance to create course or course materials to be used specifically by the College for a uniquely Cedar Crest-specific purpose. Examples of such dedicated use of courses or course materials might include an online gateway course for SAGE students or a grant specifically tied to a College initiative, such as the Democracy Project. The agreement to create materials for the College must be specifically and formally delineated before the work begins and must be freely entered into by the faculty member. This provision does not apply to monetary support given to a faculty member to develop an online course that will be offered for an already-existing academic program, simply because the College wishes an online presence for the course and program.
2. The College has contributed to a “joint work” under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities

to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be a consensual agreement in writing in advance, and in full conformance with other provisions of this agreement.

3. The College may request temporary joint-ownership of material for a course that has already been enrolled and begun, should a faculty member become unable to continue to teach the course due to circumstances such as illness or other unanticipated absence from the College. This temporary ownership will last only for the duration of the particular course in question, so that the material may be turned over to another individual who will “teach out” the course, and will allow the substitute instructor to make minor modifications to the order in which information is presented and/or the content if needed.

4. The faculty author has voluntarily transferred the copyright, in whole or in part to the institution. Such a transfer shall be in the form of a written document signed by the faculty author. For example, a retiring faculty member may choose to transfer ownership of online course materials to the College. A faculty member who leaves the College retains the right to all course materials developed during his or her time at Cedar Crest with the exception of any materials specifically contracted for under the provisions specified above.

Original creative work

A faculty member 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 faculty member 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. 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 research is subject to an agreement between an external sponsor and the College that restricts the disposition of rights to intellectual property. In such a case, the faculty member will be notified in advance of such limitations to his/her rights, and the rights will be handled in accordance with that agreement.

Patentable inventions, copyrightable subject matter, and valuable technology

The language below applies to any patentable invention, valuable technology, or original creation not described above. If the College provides funds or facilities in excess of those normally available to faculty members working in that area, and opts to undertake patent or copyright protection and commercial development and exploitation, the College should recoup those costs prior to any revenue sharing with the faculty member(s) or involved third-parties. In such cases the College must specify in advance the ownership of any intellectual property arising from that project.

The language below applies to any patentable invention, valuable technology, or original creation not described above.

Key terms are defined in order to provide a clear framework for interpretation.

College: Cedar Crest College

Student: Any individual enrolled in classes at the College

Faculty: Any full-time or part-time member of the College faculty and adjuncts while employed by the College

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 8 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 as described in the Preamble above.
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 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 Chief Financial Officer of the College 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.

7. 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 Council, 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.

8. 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 Council [Amended May 11, 2012] 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 7, 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 chooses 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.

Who May Use the Intellectual Property?

Material created for ordinary teaching use and in department programs, such as syllabi, assignments, and tests, shall remain the property of the faculty author as described above, but faculty are expected to provide these materials for periodic program assessment, preparation of accreditation reports, and preparation of reports that ensure compliance with external mandates.

In an agreement transferring copyright for such works to a publisher, faculty authors are urged to seek to provide rights for the institution to use such works for internal instructional, educational, and administrative purposes.

Distribution of Any Funds Generated

Funds received by the faculty member for the sale of intellectual property owned by the faculty author or inventor shall be allocated and expended as determined solely by the faculty author or inventor.

Funds received by the College from the sale of intellectual property owned by the College shall be allocated and expended as determined solely by the College.

Funds received by the faculty member and the College for the sale of intellectual property owned jointly by the faculty member and the College shall be allocated and expended according to a specific agreement that must be negotiated by the parties.

In the event of multiple creators, the creators will determine the allocation of their individual shares when the work is first undertaken.

How to Resolve Emerging Issues and Disputes

Given the changing nature of intellectual property precedents and protocols, if an emerging issue arises that is not addressed by the current intellectual property language, such an issue may spur revision of the language in Book 3.I to address the issue. Any revision to current language must follow the Procedure to Amend specified in Article O of Book Three.

If there is a dispute between a faculty member and any involved party concerning intellectual property rights as these are delineated in Book 3.I, the faculty member may pursue the grievance process as it is laid out in Book 3.L: Grievances and Appeals.

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

Department chairs, in their annual review of curriculum and staffing for the department, should note the departure of 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, including consideration of increasing faculty diversity as discussed in section A.2 above.

In reviewing 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. Additionally, the Provost, informed by a knowledge of departmental plans across the College, may consider cluster hires and/or interdisciplinary appointments, among other possibilities, both to address the needs of the department and the College's strategic goal to promote diversity among the Faculty.

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, including the appointment of a faculty Diversity Advocate as soon as possible.

2. Search Process

Detailed guidelines for faculty searches are available from the Human Resources Office; the Faculty Personnel Committee, in consultation with the Faculty Diversity Advocates, should review and advise on changes to the guidelines or the rating forms. Searches for full-time faculty are conducted by Search Committees, typically chaired by the Chair of the department involved. Each committee must include four faculty members who represent at least two disciplines, and at least one of whom is a Faculty Diversity Advocate, plus 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 Diversity Advocate should participate actively at this stage of the process, including review of the Candidate Application Screening Form with the full Search Committee before the announcement is written.

The Search Committee reviews the applicants' files including the cover letter, curriculum vita, teaching philosophy statement, diversity statement, research/scholarship/clinical interest statement and references and may seek additional information by telephone or e-mail. Each candidate who meets the specifications of the job announcement will be reviewed by at least three faculty on the Search Committee, and preferably by all members, and rated on the Candidate Application Screening Form available from the Human Resources Office. The diversity of the applicant pool must reach an acceptable level for the search to proceed to telephone interviews. An inclusive list of candidates for phone interviews is then identified by the Search Committee; the diversity of the list must be confirmed before proceeding. Phone interviews will be rated using a Phone Interview Rubric available from the Human Resources Office. Following the phone interviews, a short list of candidates is generated and again checked to confirm that a diverse group of candidates will be invited to campus. 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. Suggested interview questions will be provided by the Human Resources Office; this list will be updated via discussion with the Faculty Personnel Committee and the Faculty Diversity Advocates. Candidates will be rated using a Campus Visit Rubric available from the Human Resources Office.

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. Terminations 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

Suspension is an emergency, short-term condition that can be invoked by the Provost or President. A faculty member may be suspended or assigned other duties in lieu of suspension if immediate harm to the faculty member, to others, or College property is threatened by continuance. Immediate harm includes, but is not limited to, physical harm, disruption of, or the encouragement of another to disrupt or otherwise impede another's performance of College duties or activities, or interfering with the College's ability to administer its programs or facilities. Before suspending a member of the faculty, the administration may consult with the Faculty Personnel Committee concerning the propriety, the length, and the other conditions of the suspension or reassignment. As an emergency

measure, a suspension is intended to serve only until formal action may be taken to resolve the issue at hand. A suspension that is intended to be final is a dismissal for cause and will be treated as such. Unless legal considerations forbid, any such suspension will be with pay, unless suspension is imposed as a disciplinary measure after a full opportunity for hearing and review, in which case the suspension may be with or without pay. [Approval by Academic Affairs Committee May 2016 and by the Board of Trustees in February 2017 after discussion with Faculty Personnel Committee

4. Termination for Cause

The College may 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.

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 [Handbook section III.K.5.c, "Role of the President,"](#) herein.

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.

If the committee is unable to meet, typically during the summer months, any cases will be managed by an acting Personnel Committee comprised of the Outgoing FPC Chair and Incoming FPC Chair, plus three

members of FAC (the Faculty President, President-Elect, and Past President). If either committee chair is not tenured or if a chair is continuing for a second year, the Faculty President will appoint a tenured member of the FAC to serve in their place.

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.

5. Termination Due to Program Change or Discontinuation

The College may terminate the appointment of any member of the faculty due to program change or the discontinuation of an academic department, major, or program.

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

For changes to programs Departments should follow the guidelines found in Book IV. Article A. 13 Revision to Program and Courses. If either Departments or the College is proposing a discontinuance of a major, minor, or concentration the protocol found in Book IV. Article A. 14 Discontinuance of Majors, Minors and Concentrations should be followed.

a. Impact on particular faculty

In addition to examining the program change or discontinuation, the Provost and the Faculty Council, independently and jointly, should consider whether appropriate comparable positions exist for affected faculty members.

b. Termination of faculty

After discussion with the Faculty Council, 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 the change or 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 program change or discontinuation of a program or department of instruction, the President will provide the faculty member concerned a written Notice of the President's Intent to Terminate that will occur simultaneously with the proposal (following the guidelines of "Appendix A. Review of Academic Major Proposed for Discontinuation") given to FAC regarding the proposal of the discontinuation of the program.

If the faculty member has a tenure appointment, and the Notice of President's Intent to Terminate is issued less than one year prior to the effective date of the faculty member's termination, then the faculty member shall be entitled to severance salary for the period between the effective date of the termination and the remaining one year period following issuance of the Notice of President's Intent to Terminate. If the faculty member has a non-tenure appointment, and the Notice of President's Intent to Terminate is issued less than one year prior to the effective date of the faculty member's termination, then the faculty member shall be entitled to severance salary between the effective date of the termination and the remaining one year period following issuance of the Notice of President's Intent to Terminate, or the remainder of the term of appointment, whichever is less. Faculty members who receive a Notice of President's Intent to Terminate a year or more prior to the effective date of their termination are not entitled to severance.

If a faculty member is terminated due to program change or 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 discontinued program or department is 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.

6. Termination Due to Financial Exigency

Financial Exigency Definition: an urgent need to reprioritize the financial obligations to preserve the financial viability of the institution.

A financial exigency may be declared as the result of less than expected revenues and/or more than budgeted expenditures, or in the case of an unexpected financial loss. Any response to a financial exigency shall be developed with the understanding that action taken will be consistent with the College's mission to provide the best possible education for its students. Methods of remediation will be attempted prior to declaring financial exigency. Such methods of remediation include, but are not limited to the following: reduced budgets and expenditures; student retention and increased enrollment strategies; and analysis of donor prospects. If the College is unable to remedy the financial crisis, financial exigency may be declared by the Board. The financial health of the institution must be reviewed by the proper Board committees, the President, and the Administration. The determination to declare the existence and extent of a financial exigency affecting the College or an academic unit of the College shall be the sole responsibility of the Board of Trustees. The President and the Administration shall follow implementing procedures prescribed by the Board. [Definition adopted by the Board of Trustees, February 22, 2018.]

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

Sabbatical leaves and partial-sabbatical releases are granted for the purpose of study, research, and scholarly and creative production (including approved travel in support of those efforts), as a means of enhancing professional growth.

Sabbatical leaves are of two types, either semester-long or year-long. Sabbatical leaves relieve faculty members, over the duration of the leave, from their teaching and service responsibilities, except as may be approved by the Provost and a faculty member's Chair or other direct supervisor (e.g., a Dean), so that faculty members may advance their responsibilities in professional development and scholarship.

Partial-sabbatical releases relieve faculty members from a portion of their teaching responsibilities within their annual teaching loads, while maintaining other responsibilities in teaching and service, for the purpose of producing scholarly research or creative work.

Faculty members may be granted semester- or year-long sabbatical leaves at intervals of not less than seven years' full-time academic service at Cedar Crest College, or partial sabbatical releases and subsequent sabbatical leaves as established below.

A full-time faculty member may request a partial sabbatical release based upon time-of-service eligibility. To first become eligible for a partial sabbatical, a faculty member must serve the College in a full-time appointment for a minimum of three consecutive years immediately prior to the partial sabbatical; leaves of absence do not count toward eligibility. Partial sabbaticals may be proposed for a maximum of six (6) teaching credits during any semester and an inclusive maximum of twelve (12) teaching credits for any one academic year. A partial sabbatical may be conducted over multiple academic years that may not exceed three (3) years. Faculty members with multiple-year partial sabbatical releases must report to the President on progress on the scholarly research or creative work, including documentation of such work, in annual self-evaluations. The total release credits for a partial sabbatical taken over multiple academic years may not exceed the total available for a full semester-long sabbatical (generally 12 credits). A partial sabbatical will make the faculty member ineligible for a semester-long sabbatical at full pay or a year-long sabbatical at half salary until eligibility is reset. A faculty member who uses a partial sabbatical release will next become eligible for a full sabbatical (either semester-long or year-long) or, if having used the maximum release available under a partial sabbatical, a subsequent partial sabbatical at an interval of not less than seven years of full-time academic service at Cedar Crest College. Faculty members who have taken a partial sabbatical but not utilized the total available for a full semester-long sabbatical may apply for a second partial sabbatical during the same period of eligibility with available release limited to the total available leave for that period (e.g., if a faculty member takes a first partial sabbatical for six release credits during one year, the faculty member may apply for a second partial sabbatical for up to another six release credits within the eligibility period). A faculty member on partial sabbatical may not carry an overload of teaching credits during a semester or term on release without approval of the Provost and the faculty member's direct supervisor (e.g., Chair or Dean).

Applications for sabbatical leaves and partial-sabbatical releases should be submitted by November 1st of the preceding academic year.

Application for the sabbatical leave or partial-sabbatical release is made to the President through the Department Chair or other direct supervisor 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 that 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 or other direct supervisor 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 or other direct supervisor then 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 or other direct supervisor'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 or other direct supervisor.

The President will then either approve or deny the faculty member's application for a sabbatical, and will inform the faculty member, Chair or other direct supervisor, and Provost of the final decision. Judgments concerning sabbatical requests, whether semester- or year-long leaves or partial sabbatical releases, will be made based upon the scholarly or artistic merits of the proposed sabbatical and based the needs of the College as determined by the President which include, but are not limited to, available instructional and budgetary resources. 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 semester, or half the salary for two semesters. Unless otherwise approved in writing by the President, faculty members may not 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 leave or the partial-sabbatical release, the faculty member will submit to the Trustees via the President of the College (with a copy provided to the Provost and Chair or other director supervisor) a report covering the major activities and accomplishments of the sabbatical. The sabbatical report should include documentation of the scholarly and creative works, or other professional development, produced during the sabbatical. The report should be presented no later than the end of the next 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).

A sabbatical represents the College's investment in a faculty member's research, creative work, and professional development for the benefit of the faculty member, Cedar Crest students, and the College. Sabbaticals are not to be used to seek alternative employment. Thus, a faculty member who accepts a semester-, year-long, or partial sabbatical release is committed to maintaining a Cedar Crest College faculty appointment and teaching for the College for at least one academic year subsequent to the released semester or semesters. Should a faculty member cease to be an employee of the College (through resignation, the faculty member's non-renewal of a faculty appointment, or termination for cause) prior to successfully completing the required subsequent academic year of service, the faculty member will be required to repay the College for the value of the sabbatical, as determined by the College (e.g., the total salary and benefits during the sabbatical leave or release prorated over the required time-in-service subsequent to returning from the leave or release) and any such amounts may be deducted from an employee's final paycheck. Any employee requesting a sabbatical or partial sabbatical will be required to execute a repayment agreement prior to the commencement of the sabbatical or partial-sabbatical.

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

The 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 [Amended May 11, 2012]

The Faculty Handbook, Book 3, may be amended in two ways:

1. A motion to amend may be proposed by the Faculty Personnel Committee or by the Promotion and Tenure Committee with regard to the policies and procedures for the Third Year Review, Tenure, and Promotion. The motion shall be brought to the Faculty Council for its review; the Faculty Council, in turn, makes a formal recommendation to the Faculty.

2. Faculty members may propose an amendment to Book 3 at any meeting of the Faculty or submit them in writing to the Faculty Personnel Committee, or for matters pertaining to Promotion and Tenure, to the Promotion and Tenure Committee. The FPC or P&TC will consider the amendment and issue a written report to the Faculty Council 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 or Promotion and Tenure Committee's report will include reasons for the recommendation. The Faculty Council will share the committee's report and make a formal recommendation to the Faculty.

3. The Faculty Council's report and recommendation will be distributed not less than two calendar weeks prior to the regular or special Faculty meeting at which it is to be considered.

4. 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.

5. Any amendment must pass by a 2/3 majority vote of those faculty present and voting.

6. 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.

Appendix 1. Evidence of Scholarship Using the Boyer Model **(April 16, 2021 Version)**

For the purpose of promotion and tenure, Cedar Crest College recognizes the Boyer model of scholarship, while expecting recognition of such work through peer review. This model identifies four types of scholarship: (1) discovering knowledge, (2) integrating knowledge, (3) applying knowledge, and (4) scholarship of teaching. Faculty are free to pursue each of these types of scholarship at Cedar Crest. Additional examples of scholarship representing any of the four Boyer categories should be submitted the Faculty Personnel Committee for proposal as Faculty Handbook amendments. Newly approved examples may be applied immediately to faculty evaluation.

This list captures the range and diversity of scholarly and creative activities to support faculty in describing how their work aligns with the standards for scholarly and creative work that Ernest Boyer defined and that numerous institutions have adopted.

Standards for Scholarly and Creative Work

These widely used standards apply to all four of the Boyer categories and can be used to assess scholarly and creative work. To fall within the general category of scholarship, the activity is expected to meet these standards:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique
- Public dissemination
- Peer reviewed

Traditional models of scholarly and creative activity—the scholarship of discovery—separate the activities of teaching and service from scholarly or creative expertise and standards. Increasingly, however, institutions have come to recognize the intersection of “teaching” with the scholarship of teaching and learning. As important are the intersections of “service” with the scholarship of application and the scholarship of integration (sometimes referred to as the scholarship of engagement, outreach scholarship, community engagement, etc.). When a faculty member’s

disciplinary expertise is brought to bear on initiatives that serve the community, the profession, or the college, the work may have a scholarly dimension that is evident in the approach to the task, the results of the service (products, policies, organizations, etc.), or in work that feeds back into the discipline (new areas of research, or new approaches to teaching or scholarship, etc.). Scholarly and creative activities that fall under the categories of application or integration include applied research, policy analysis, technical assistance, technology transfer, and activities undertaken with a goal of building community capacity and competency. When a faculty member is engaged in the transmission of knowledge to public community members, as a representative of the academic community, that work can fall within teaching, application, or integration.

There are 4 areas of Scholarship:

- 1. The Scholarship of Discovery**
- 2. The Scholarship of Teaching**
- 3. The Scholarship of Application**
- 4. The Scholarship of Integration**

A description of each area and examples of activities that qualify in each category follows. Note: The purpose of defining these types of scholarly/creative activity is illustrative, not definitive. There is an expectation that new forms of scholarship will continue to arise.

1. The Scholarship of Discovery/Discovering Knowledge

Boyer explanation:

- The search or pursuit of new knowledge; original research or creative scholarship
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication
- "...the commitment to knowledge for its own sake, to freedom of inquiry"

Examples of the Scholarship of Discovery

- Publication of original research in the discipline and related interdisciplinary fields of study published in the form of a monograph, refereed journal article, plays, book, book chapter or in a collection of essays by an appropriate press.

- Dissemination of original research through a paper or lecture given at a meeting or conference; through a museum exhibit or other project or program; or presented in a contract research report, policy paper or other commissioned study.
- Stage directing and production of plays (theatrical productions) with reviews.
- Performances, exhibitions, and presentations at well recognized venues with reviews.
- Production of films/documentaries, written plays with reviews.
- Books of poetry/poetry collections, novels, and anthologies with reviews.
- Direction of graduate student or undergraduate student research that leads to the presentation or publication of work at local, regional, or national conference(s).
- Conducting internally or externally funded research projects.

2. The Scholarship of Teaching

Boyer explanation:

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- The act of teaching as well as the planning and examination of pedagogical procedures

Examples of Scholarship of Teaching

- Technical, procedural or practical innovations for teaching clinically or professionally
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Grant applications and extramural funding for innovative teaching methods, to support instructional activities.
- Direction of graduate and undergraduate student research, with emphasis on teaching the research and scholarship process, possibly resulting in presentation of work to department or college
- A significant revision of an academic course or program, based on periodic program review (PPR) outcome, the process of which is peer reviewed and disseminated externally.
- Development of new courses or programs for undergraduate or graduate students, the process of which is peer reviewed and disseminated externally.

- Community-based and/or off-campus teaching (e.g., for ILR or client).
- Development of visual and other teaching materials (including edited anthologies, textbooks and software) implemented in the classroom or disseminated through publications, papers or non-print form, including the production of videos for instruction.
- Guidance during, and evaluation of performance in credit-bearing student internships, the process of which is peer reviewed and disseminated externally.
- Consultation within/outside the academic community on pedagogical issues, etc.
- Museum exhibitions, catalogues, lectures, radio, etc. (public programs as a form of teaching).
- Global education or faculty-led study-abroad experience (coordinated and arranged by faculty member), the process of which is peer reviewed and disseminated externally.

3. The Scholarship of Application/Applying Knowledge

Boyer explanation:

- Using knowledge responsibly to solve consequential problems, especially those that affect on-campus communities and society as a whole
- Knowledge that arises out of the very act of application.
- Discovering ways that new knowledge can be used to solve real world problems.

Examples of Scholarship of Application

- “Development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise” (<https://www.aacnursing.org/news-information/position-statements->)
- “Application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others” (<https://www.aacnursing.org/news-information/position-statements->)
- Formal development and /or oversight of co-ops or internships on behalf of the college that connect students with the field/industry.
- Development of centers for study or service.
- Publication of textbooks or methodological studies.

- Public programming (exhibitions) in museums and other cultural and educational institutions.
- Consulting activities in field or industry that directly relate to the intellectual work of the faculty member (e.g., Consulting and providing expert testimony on public policy and other matters.)
- Contract research on policy formulation and policy outcomes.
- Recruited participation in film and other media projects, such as extended interviews.
- Writing and compiling institutional histories and/or policies.
- Delivering presentations at instructional workshops.
- Review of manuscripts and grant applications.
- Peer review of proposal submissions for conferences, journals, or books.
- Service as external reviewer for pre-tenure review, tenure and promotion files.
- Professional service (editing of journals and newsletters, organizing scholarly meetings, serving on boards of professional associations, chairing or serving on book prize or fellowship committees, etc.).
- Submitting grant applications for external funding.
- Community service drawing directly on scholarship through service on state humanities councils, presentation of public lectures, etc.

4. The Scholarship of Integration/Integrating Knowledge

Boyer explanation:

- Interpretation, synthesis, and bringing new insights to original research or creative scholarship
- Integration of knowledge from different disciplines and sources
- Presents overview of findings in a research topic
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

Examples of Scholarship of Integration

- Publication of synthetic research in discipline and related interdisciplinary fields of study, including book-length (such as textbook) or shorter syntheses, methodological studies, integrative essays, review essays and encyclopedia entries.
- Dissemination of synthetic or integrative research through a paper or lecture given at a meeting or conference; through a museum exhibit, film or other public program; or presented in a contract research report, policy paper or other commissioned study.
- Publication of anthologies, journals or collections (such as an edited collection or monograph series) comprised of the work of other scholars.
- Publication of book reviews, literature reviews.
- Non-academic publications that address discipline-related concerns.
- Publication of meta-analyses (contrasting or combining results from different studies).
- Commentary on original or synthetic research at conferences.
- Presentation of department or college activities at pedagogical conferences, etc.
- Active membership or leadership on advisory on councils, boards, or committees within/outside the academic community in the area of expertise.
- Submitting grant applications for extramural funding.