

Faculty Handbook



2022 – 2023
Elizabethtown College

The Faculty Handbook is intended as a compilation of policies, regulations, and general information to provide guidance for your actions as a member of this learning community. No compilation of this sort can be exhaustive. It is furnished for purposes of information only and its contents are not to be interpreted as a contract between the College and its employees. The policies, provisions, and information in this handbook are subject to the right of the trustees, administration, and faculty to repeal, change, or amend them at any time by means of proper procedures and within the prescribed areas of responsibilities. In many instances only brief descriptive information is given, and you are directed to the Human Resources Office or other appropriate offices of the College. We make the assumption that, as a consequence of your professional status with this community, you will use your judgment in the best interest of the mission and goals of the College in those instances not treated in this material.

Statement of Non-Discrimination

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, genetic information, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any person having inquiries concerning Elizabethtown College's application of non-discrimination policies, including Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, should contact one of the following:

The Title IX Policy page of the Elizabethtown College website located [here](#).

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For further information on non-discrimination, visit <https://ocrcas.ed.gov/> or contact the Philadelphia Office of the Office for Civil Rights, U.S. Department of Education, Suite 515, The Wanamaker Building, 100 Penn Square East, Philadelphia, PA 19107-3323

OCR.Philadelphia@ed.gov or 215-656-8541.

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Chapter 1: History, Mission, Leadership, and Faculty Constitution

I. History, Mission, and Leadership

A. History and Development

Founded in 1899, Elizabethtown College is a centennial college, one of dozens founded in the 19th century by churches or church members for the educational advancement of their denominations. Elizabethtown's heritage lies with the Church of the Brethren, one of three historic peace churches, along with the Quakers and Mennonites.

During its first two decades, the College functioned both as a college and an academy for high-school-age students to bolster its program in teacher training. By the end of the 1920s, Elizabethtown enrolled 180 full-time students and 300 part-time students in 11 major programs: history, English, modern languages, business, mathematical sciences, education, sociology, biology, chemistry, music, and Bible studies.

Student life outside the classroom soon blossomed: a literary society was formed in 1920; the Alma Mater was composed by Jennie Via for a quartet of her music students; the Etonian yearbook was first published in 1922; the men's and women's intercollegiate debating society began in 1925; a small student orchestra appeared in 1927; men's and women's basketball and men's baseball teams began competing toward the end of the decade; and the Sock & Buskin drama club's first performance was produced in 1930.

By 1948, the College's advancement was recognized by accreditation in the Middle States Association and, in the following year, by acceptance in the American Council of Education. In 1950, Elizabethtown embarked on an ambitious fund-raising program to increase the endowment and build much-needed facilities to accommodate a rapidly expanding student body, which by 1958, had grown to almost 800. The library was moved from the first floor of Rider Hall to Zug Memorial Library, which was completed in 1950. In the following two decades, the College dedicated 10 new buildings, including several residence halls, Baugher Student Center, Nicarry Hall, and Thompson Gymnasium.

In the past five decades, Elizabethtown College has continued to grow, with over 50 major programs of study, and more than 60 minors or concentrations. The College also offers graduate degrees that complement undergraduate programs or serve educational needs of working professionals. The student body of the college is approximately 1,800 with just over 100 full-time faculty members.

The appearance of the campus has changed significantly during the past 30 years. The Rufus P. Bucher Meetinghouse and Young Center for Anabaptist and Pietist Groups, an internationally renowned center for scholarly research, was opened by Lake Placida in 1989 and expanded in 2017-18. The High Library opened in 1990, allowing Zug Memorial Hall to be transformed into a performing and fine arts teaching center. The Schreiber Quadrangle, built in 1992, provides opportunities for 120 seniors to experience independent living. A two-building, garden-style apartment complex for students, named after the late professor and Dean of Women, Vera Hackman '25, was completed in July 2002. Leffler Chapel and Performance Center, built for concerts, lectures, religious services, conferences, and dramatic presentations, was completed in 1995. The Brossman Commons, a \$12-million expansion of student-centered facilities, conjoining the Baugher Student Center and the Annenberg Center, was completed and dedicated in 2002.

The James B. Hoover Center for Business, which houses the School of Business, S. Dale High Center for Family Business and Edward R. Murphy School of Graduate and Professional Studies opened its doors in fall 2006. The Masters Center for Science, Mathematics and Engineering was completed in fall 2008. The Masters project renovated more than 95,000 square feet in Esbenshade and Musser Halls and provides an additional 33,000 square feet of science classroom and laboratory space in the Lyet Wing for Biological Sciences.

The Kevin Scott Boyd '98 Baseball Stadium opened for the 2004 season and an expansion of the Thompson Gymnasium facility provides space for classes, varsity and intramural sports activities, coach's offices, a commons area (The Jaywalk) for students and a Hall of Fame. The College opened the Bowers Center for Sports, Fitness, and Wellbeing in fall 2019, providing all students and employees with opportunities to live and learn in a healthy and safe space.

B. Mission

Elizabethtown College provides a transformative educational experience that cultivates personal strengths and develops a passion for lifelong learning and purposeful work.

The College offers academic programs in the liberal arts, sciences, and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity, and social responsibility as the foundations for a life of learning.

Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, non-violence, human dignity, and social justice.

C. Accreditation

Elizabethtown College is accredited by the following: Middle States Commission for Higher Education (MSCHE), American Chemical Society for Clinical Lab Services (ACS), National Association of Schools of Music (NASM), National Council on Social Work Education (CSWE), Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE), Association of Collegiate Business Schools and Programs (ACBSP), Accreditation Board for Engineering and Technology, Inc. for Computer Engineering and Engineering (ABET).

D. Board of Trustees

Elizabethtown College is a non-profit corporation chartered by the Commonwealth of Pennsylvania. The College is governed by an independent Board of Trustees while affirming its heritage and historical connection to the Church of the Brethren. The Board has final legislative authority in all matters pertaining to purpose of the College and the policies for fulfilling the statement of purpose.

Among the Board's primary functions are selecting the president of the College, developing and sustaining the philosophy and policies of the College, setting the costs of tuition and fees, adopting the annual budget, and approving plans for developing and maintaining the physical plant.

The Board of Trustees may consist of as many as forty-two (42) voting members but not less than thirty (30). At least eight (8) members of the Board shall be members of the Church of the Brethren, and at least ten (10) members shall be graduates of Elizabethtown College. The eight (8) members from the Church of the Brethren shall include at least two (2) from the Northeast District of Pennsylvania, Church of the Brethren, and at least two (2) from the Southern District of Pennsylvania, Church of the Brethren. The President of Elizabethtown College, the General Secretary of the Church of the Brethren, and the District Executives of the Atlantic Northeast and Southern District of Pennsylvania, Church of the Brethren, shall be *ex officio* members of the Board of Trustees with voice but not vote. The term of a Trustee shall be three (3) years.

E. President

The President is the chief executive and administrative officer of the College, appointed by the Board of Trustees for an indefinite term. The President develops, formulates, and directs college policy in accordance with the policies of the Board of Trustees. Thus, the President is ultimately responsible for all aspects of the College: policy, academic program, communication, employment, budget, and institutional advancement. The Provost and Vice President for Academic Affairs and the Senior Vice President of

Administration and Finance are appointed by the President with the consent of the Executive Committee of the Board. The Vice President for Enrollment Management, the Vice President for Institutional Advancement, the Vice President for Operations and Auxiliary Services, the Associate Vice President for Marketing and Communications, the Dean of Students, the Senior Advisor for Diversity, Equity and Belonging and the School Deans are appointed by the President. These college officers report directly to the President and serve at the pleasure of the President.

F. Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs (hereafter Provost-VPAA) is the chief academic program officer of the College and reports directly to the President, acting for the President in their absence, and providing appropriate leadership with other administrators. The Provost-VPAA works closely with the Dean of Faculty and Associate Provost for Student Learning to provide strategic direction and oversight of the College's academic programs. They are responsible for major personnel issues related to the educational programs of the College, including faculty appointments and tenure and promotion reviews. The Provost-VPAA represents the administration on the Executive Council of the Faculty Assembly. The Provost-VPAA is responsible for advising the President on all major matters of resource allocation within the academic areas of the College including construction and other capital projects, space allocation, and distribution of new positions within the faculty. The Provost-VPAA sits on the Senior Leadership Team, the Resources and Strategic Planning Council, the Facilities Planning and Construction Committee, and the Enrollment Management Committee. The Provost-VPAA serves as liaison to the Academic Mission and Student Experience Committee of the Board of Trustees.

Responsible to the Provost-VPAA are: 1) Dean of Faculty and Associate Provost for Student Learning; 2) Associate Provost for Institutional Effectiveness and Innovation; 3) Director of the Bowers Writers House and Community Impact, 4) Director of Career Development; 5) Director of the Center for Community and Civic Engagement; 6) Director of the Center for Global Understanding and Peacemaking; 7) Director of the High Library; 8) Director of the Honors Program; 9) Senior Director of Information and Technology Services; 10) Registrar; 11) Director of the Young Center.

1) The Dean of Faculty and Associate Provost for Student Learning

The Dean of Faculty and Associate Provost for Student Learning (hereafter DoF-APSL) brings vision and leadership to a variety of activities associated with faculty life and academic programming. A champion of faculty development, the DoF-APSL provides resources and support for the faculty's continued professional growth as teacher-scholars; promotes excellence in the quality and impact of teaching and fosters a culture of continuous improvement, collaboration, and innovation, in part through oversight provided to the Teaching and Learning Design Studio and in partnership with

the Professional Development Committee; and serves as a liaison between the faculty and other key offices and units on campus. Within a shared governance framework, the DoF-APSL maintains expected standards of excellence in teaching and advising, scholarly and professional activity, and service, and works with the Provost-VPAA and School Deans to ensure that School and institutional standards are internally consistent, and that support provided is commensurate with the standards and expectations. The DoF-APSL provides strategic leadership in support of a dynamic learning community and the offering of mission-centric and transformative curricula and programs, working with School Deans and relevant faculty governance councils and committees to ensure strong student outcomes and efficiency and effectiveness in delivery. This work includes coordinating the Core Program (including the First Year and Sophomore Year Experiences).

Teaching and Learning Design Studio

Under the direction of the DoF-APSL and in collaboration with the Professional Development Committee, the Teaching and Learning Design Studio promotes and supports relationship- and learner-centered culture of teaching and learning led by dynamic teacher-scholars who champion interdisciplinary collaboration, diversity in all its dimensions, innovation, and pedagogical inquiry across curricular and co-curricular experiences.

Director of Stamps Scholars

The Stamps Director is the primary contact between the Stamps Foundation and the College. The director submits an annual report and is responsible for submitting invoices to the Foundation for reimbursement for the scholarship funds. The director works with Admissions to select the scholars, develops programming to enhance their undergraduate experiences, creates administrative procedures related to the program, and serves as an additional advisor and mentor to the scholars, including accompanying scholars to the Stamps Scholars National Convention every two years.

2) Associate Provost for Institutional Effectiveness and Innovation

Reporting to the Provost-VPAA, the Associate Provost for Institutional Effectiveness and Innovation (hereafter AP-IEI) provides leadership in the areas of institutional research, program analysis and strategic planning, and accreditation and compliance. The AP-IEI serves as the liaison for the Middle States Commission on Higher Education and supports School Deans with disciplinary accreditations, self-studies, and reviews. The AP-IEI uses research-informed strategies to maximize performance of existing programs and explore opportunities for future programs and revenue stream. The AP-IEI collaborates with the Vice President for Finance and Strategy to collect and review institutional effectiveness reports for all administrative units. The AP-IEI partners with the Executive Director of Foundation and Government Relations to assist faculty and staff in applying for external grants, contracts,

and sponsored research. The AP-IEI provides support for the Institutional Research Board (IRB).

Director of Institutional Research

The Director of Institutional Research manages the Institutional Research unit and major data-driven projects, frames important operational issues, analyzes alternative courses of action and makes informed recommendations. They coordinate College-wide institutional reports and are responsible for the identification, selection and ongoing management of appropriate external vendors to ensure the continued effectiveness/efficiency of the office. The Director updates and produces standard institutional reports and conducts ongoing environmental scans to identify relevant national, regional, local and institutional trends. They work as part of a professional team to design, administer, analyze and disseminate the results of surveys and assessment activities, and maintain the department's website.

3) Director of Bowers Writers House and Community Impact

Reporting to the Provost-VPAA, the Director of Community Impact and the Bowers Writers House is responsible for the development and administration of programs and events that facilitate and promote writing and writers. The mission of the Bowers Writers House is to promote the power of the written and spoken word by providing a venue for writers of all types and at different stages of their careers to discuss the practice of writing, read from their work, and collaborate with each other and members of the College community. Programs at Bowers Writers House recognize all kinds of texts, including films, music, and the visual arts, as well as the printed word. Special emphasis is given to interdisciplinary writing and intellectual conversations across disciplinary and cultural borders.

4) Director of Career Development

Career services provides assistance to students and alumni through career exploration and job transitioning. The Director works with employers on recruiting efforts for jobs and internships and are dedicated to enriching the student experience at Elizabethtown College. The Director collaborates with other offices on campus to track and report graduate outcomes.

5) Director of the Center for Community and Civic Engagement

Reporting to the Provost-VPAA, the Director of the Center for Community and Civic Engagement (hereafter CCCE) is responsible for the oversight of the Center for Community and Civic Engagement (CCCE), the central and unifying unit devoted to providing meaningful opportunities for students, faculty and staff to engage and deepen their involvement in service in local, national and international contexts.

6) Director of the Center for Global Understanding and Peacemaking

Reporting to the Provost-VPAA, the Director of the Center for Global Understanding and Peacemaking (hereafter CGUP) furthers the College's mission by creating opportunities for students, faculty and staff to develop a sense of responsibility as citizens of the world who are knowledgeable about global issues, empathetic toward people of other cultures and nationalities, and committed to the values of peace, human dignity and social justice.

7) Director of the High Library

Reporting to the Provost-VPAA, the Director of the High Library is responsible for the administration of the library including the budget and the entire library staff. Working closely with faculty and students, the Director assesses library needs and plans for the development of a balanced collection of library materials, including books, periodicals, tapes, records, slides, and micro-text. The Director serves as a liaison between the college library and other area college libraries to strengthen library resources and services in the area. The Director also oversees the Hess Archives which collaborates with the Young Center to support collections related to Anabaptist and Pietist traditions and the College's history.

8) Director of the Elizabethtown College Honors Program

The Director of the Honors Program is responsible for administering and setting the direction of the Honors Program. They convene and chair the Honors Committee. The Director works with Admissions to recruit qualified students, advises students entering the program, teaches within the Program to the extent possible, develops the Honors Program curriculum, approves all honors courses and honors "contracts," organizes annual Honors Lectures, plans co-curricular activities, approves disbursement of Professional Development funds for Honors students, and conducts ongoing assessment of the Honors Program.

9) Senior Director of Information and Technology Services

Reporting to the Provost-VPAA, the Senior Director of Information and Technology Services (hereafter ITS) is responsible for information technology services for the campus. The Senior Director has oversight of Network and Electronic Support, Database Support, and Media Services/Educational Technology and User Support. The Senior Director works closely with campus leadership to assure that the campus is making the best possible use of information technology to meet the College's strategic goals.

10) Registrar

The Registrar provides campus leadership in the area of academic services to students and administrative oversight for the Office of Registration and Records. The Registrar maintains official enrollment data of the College and services as official liaison with persons seeking information regarding student enrollment. They assist in the preparation of the college catalog, the official

college calendar, the final exam schedule for each semester, and help to facilitate the faculty's academic advising responsibilities as these pertain to student course registration and completion of graduation requirements. In consultation with the Provost-VPAA, DoF-APSL, and Deans of Schools, the Registrar implements the master schedule of classes for all terms/semesters throughout the year. The Registrar provides annual notification of FERPA compliance to faculty, staff, and students, and maintains privacy of academic records in accordance with FERPA policies.

11) Director of the Young Center for Anabaptist and Pietist Studies

Reporting to the Provost-VPAA, the Director promotes the study of Anabaptist and Pietist groups and oversees the operations of the Young Center and its staff. The Center interprets the cultural and religious heritage of Anabaptist and Pietist communities to the general public via events such as lectures, seminars, and conferences.

G. Dean of Students

The Dean of Students (hereafter DoS) oversees all aspects of student life and is a member of the senior leadership team. The DoS reports to the President and oversees the Division of Student Life which includes the Center for Student Success, Community Living, the Office of Diversity, Inclusion and Title IX, the Office of Spiritual and Religious Life and Student Wellness.

H. School Deans

Reporting to the President, the Dean is the primary strategic leader of a School with an array of programs (majors, minors, certificates, graduate degrees, etc.). In addition to operations management, the Dean works with faculty in their School to develop and carry forward a vision for the School's programs that aligns with the institutional vision and works in synergy with the other Schools. In collaboration with faculty, the Dean works to enhance the profile, visibility, and effectiveness of the School and the institution. The Dean fosters an environment where high-quality teaching and advising, scholarship, and service can flourish and nurture the intellectual and personal growth of students.

Duties and Responsibilities:

- Provide leadership, advocacy, and administrative oversight for faculty, staff, and programs within the school;
- Solicit feedback and input from faculty and, where appropriate, students and alumni, to understand program and personnel needs and develop solutions;

- Evaluate and ensure quality in all aspects of instructional programs including, where appropriate, successful attainment and maintenance of accreditation;
- Engage faculty and staff with program development, program review, curriculum and articulation initiatives, and assessment of student learning outcomes;
- Remain engaged as faculty-scholars through teaching, advising, and/or scholarly work, to the extent possible but with at least the equivalent of 6-8 work units across a year.
- Prepare program needs analyses designed to identify unmet student needs and to recommend new initiatives designed to prepare students as lifelong learners;
- Interpret and communicate policies and procedures;
- Work with faculty to regularly review Standard Professional Expectations for the school and its programs including SPEs that might be unique to particular programs;
- Following consultation with faculty, set budget priorities and effectively manage the financial resources of the school;
- Serve as the communications link to ensure faculty and students are apprised of school and institutional plans, activities, and expectations;
- Advance morale and involvement in program, school, and institutional initiatives;
- Implement school and institutional decisions;
- Make proper evaluations and recommendations to the Provost-VPAA and DoF-APSL on faculty matters including:
 - evaluation of teaching and service
 - performance counseling (with regard to unsatisfactory evaluations and professional development assessments)
 - encouragement of professional/scholarly activities (including the development of grant and contract proposals)
 - recommendations for sabbatical and other leaves of absence, tenure, and promotion
- Work with the Provost-VPAA and other deans to make recommendations on staffing needs including creating job descriptions,

hiring and retaining full-time faculty, orientation of new faculty, and seeking quality adjunct faculty or industry professionals to balance the needs and direction of the programs in the school;

- Prepare course schedules and teaching assignments (routine, overload, independent study, internships, and research);
- Make student advising and club advising assignments;
- Supervise school facilities, equipment, and support staff (clerical, technical, paraprofessional, and student employees);
- Maintain essential school, student, and alumni records not maintained in other offices;
- Handle routine correspondence, reports for information, and surveys;
- Meet regularly with the President, Provost-VPAA and the Council of Deans;
- Submit an annual report to the President, seeking input from school faculty for information on all programs and including student, graduate and program outcomes;
- Mediate concerns of all constituents within the school and keep the Provost-VPAA informed of issues and resolutions;
- Serve as the primary contact to all administrative offices including but not limited to:
 - Office of Marketing & Communications to promote visibility of the school
 - Admissions Office to support recruitment initiatives
 - Alumni Office to remain connected with graduates
 - Institutional Research to access data for informed decision-making
 - Office of Registration and Records for course scheduling and degree completion issues
 - Career Center to ensure students and graduates have pathways to career success
 - Center for Student Success to support learning success in classes

- Institutional Advancement to engage with potential donors and funding agencies

Program Directors and Department Chairs

Some Schools may have Program Directors and/or Department Chairs who are designated by the Dean of the School and report to the Dean of the School. Some disciplinary accreditation agencies require a designated Program Director and stipulate the responsibilities for this position and the release time, if any, for the position. Expectations and resources for Program Directors of externally accredited programs may vary depending on the requirements of the accrediting agency.

In some cases, a Dean may designate one or more faculty in their School to serve as a program director or department chair for a program that is not externally accredited. The responsibilities of these positions are determined by the Dean, are typically advisory to the Dean, and are typically conducted as part of the Standard Professional Expectations for service. Personnel Council and the Resources and Strategic Planning Council will determine the allocation of release time in consideration of the College's budget. This release time may be for a Program Director or Department Chair or for a faculty member working on a particular project for the School. The Council of Deans will annually review a summary report of the amount of release time and expectations for the release time awarded from all Schools.

Appointment of Deans

Process: Any member of the School may make nominations for the position of Dean upon notification from the President of an open dean position. In the event a Dean is to be recruited from outside the College, the President will undertake the search for this position and may receive nominations from any source. In either case, the President shall consult with all the members of the School, the Provost-VPAA, and the DoF-APSL before making an appointment for Dean of a School.

Terms and Conditions of the Appointment: The office of the dean is subject to the administrative authority of the Provost-VPAA. Deans are usually appointed for renewable annual terms with no limit on the number of years that may be served, subject to annual performance reviews by the Provost-VPAA and faculty in the School. The Provost-VPAA will solicit feedback from all members of the School by May 1st of each year. As well, any Dean serving four consecutive annual terms will undergo a comprehensive evaluation in their fourth year to include input from faculty and staff within the School as well as from other deans and offices that regularly interact with the Deans. This review will be completed by January 15th of the fourth year. Deans serve in a 12-month appointment. Those who held faculty status prior to their service as Dean will continue to hold faculty status and have voting membership in Faculty Assembly. While serving as Dean, they are not eligible to be elected to committees and councils within the faculty governance structure. Deans who had been tenured at Elizabethtown College prior to

their appointment as Dean may return to a full-time, tenured faculty line upon completion of their final term as Dean.

Council of Deans

As a group, the Deans constitute an advisory committee to the President and Provost-VPAA for the purpose of aiding and advancing the broad educational objectives of the College as seen from the various school/disciplinary perspectives but not limited thereto. Through the President and Provost-VPAA, the Council of Deans may make recommendations aimed at strengthening the curricular programs of the College and the academic strength of the faculty. Such recommendations shall be directed to the Faculty Assembly, the respective faculty councils and/or committees. The President chairs the Council of Deans, but may designate the Provost-VPAA, one of the Associate Provosts or Deans to convene and run a meeting in the absence of the President.

I. Faculty Review of Senior Academic Administrative Officers

As part of its effort to maximize the effectiveness of senior academic officers (President and Provost-VPAA), the College seeks confidential, formative feedback on the performance of these administrative officers from the faculty annually.

Each year, the Faculty Assembly Executive Council will offer all voting members of the faculty the opportunity to provide confidential, formative feedback on the individual officer's leadership qualities, job performance, and progress on major goals and initiatives. By mutual consent of the Executive Council and the officer in question, the subject(s) addressed, and methods used to secure feedback may vary by office and by year, according to the interest and needs of the faculty and the officer. This annual feedback is provided directly to the officer to be used to improve performance, and to their supervisor.

Periodically, the Board of Trustees, President and Provost-VPAA, conduct comprehensive formative reviews of the President and Provost-VPAA, respectively. Input from all relevant constituents, including faculty, will be included as part of these performance reviews.

Comprehensive reviews take the place of the annual feedback process described above. The primary subjects of the comprehensive review are established by the evaluator in consultation with the Faculty Assembly Executive Council and the officer. The feedback from faculty and others is provided both to the evaluator and to the officer being evaluated as a formal part of the appraisal. The general outcomes of comprehensive reviews are shared with the faculty and other constituent groups. Comprehensive reviews are conducted at different intervals for each officer: a) President - every three to five years; b) Provost-VPAA-every three years.

J. Organization of the Faculty

1) Membership

The Faculty Assembly of Elizabethtown College shall consist of (a) all full-time instructional personnel with rank of lecturer or above; and (b) the President of the College, the Provost-VPAA, the DoF-APSL, the APIEI, the Dean of Students, the School Deans and full-time professional librarians.

All part-time instructional personnel who have rank of lecturer or above and all part-time lecturers who have taught for Elizabethtown College for at least four semesters may nominate themselves or be nominated by either their Dean or the Provost-VPAA for full membership status in the Faculty Assembly. Such nominations shall be submitted to Personnel Council, which shall then make a recommendation on the award of membership to the Faculty Assembly.

For purposes of elections and appointments to committees, faculty from the disciplines of Biology, Chemistry, Computer Science, Mathematical Sciences, Engineering & Physics, Psychology, and Exercise Science are considered to be in Physical/Natural Sciences. Faculty from the disciplines of English, History, Modern Language, Philosophy Religious Studies, Art and Music are considered to be in Arts and Humanities. Faculty from the disciplines of Political Science, Public Health, and Sociology and Criminal Justice are considered to be in Social Sciences. Faculty from Business, Communications, Education, Occupational Therapy, Physician Assistant, Nursing, and Social Work are considered to be in Professional Studies.

2) Responsibilities

The Faculty shall recommend the requirements for admission and graduation, and policies and standards necessary for the conduct of the academic program of the College. The Faculty is responsible for the ongoing shaping and modification of the college's academic program. It shall make its recommendations to the President through the Provost-VPAA. It shall recommend to the President all candidates for degrees in course.

It is the responsibility of the Faculty to make recommendations relative to the policies and standards governing faculty appointments, reappointments, non-reappointment, dismissal, promotion and tenure, and also matters affecting the professional welfare and activities of the Faculty. In discharging this responsibility, the Faculty shall work in concert with and under the leadership of the DoF-APSL, who shall receive and transmit recommendations through the Provost-VPAA to the President.

It is the responsibility of the Faculty to develop and maintain the highest standards of professional behavior and ethics. Where possible it shall provide the needed peer review structures and where necessary, it shall make general and/or specific enforcement recommendations to the President.

II. Constitution of the Faculty of Elizabethtown College

A. Preamble

The Elizabethtown College Faculty, in order to continue the collegial relationship among the College Board of Trustees, Administration and Faculty and to articulate the faculty role in the decision-making process of the College, adopts the following Constitution, which replaces all previous constitutions.

B. The Constitution of the Faculty of Elizabethtown College

This Constitution, as adopted on March 15, 1990, and as approved and interpreted by the Academic Affairs Committee and adopted by the Board of Trustees on April 28, 1990, and as subsequently amended, is the means by which the Faculty of Elizabethtown College exercises its responsibilities for academic and professional policy making and programming. All substantive actions and programs adopted within the framework of this Constitution are subject to review and approval by the Board of Trustees.

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Article I: Academic and Professional Governance

1) The Faculty Assembly

The Faculty Assembly of Elizabethtown College shall consist of (a) all full-time instructional personnel with rank of lecturer or above; and (b) the President of the College, the Provost-VPAA, the DoF-APSL, the APIEI, the DoS and full-time professional librarians.

All part-time instructional personnel who have rank of lecturer or above and all part-time lecturers who have taught for Elizabethtown College for at least four semesters may nominate themselves or be nominated by either their Dean or the Provost-SVPAA for full membership status in the Faculty Assembly. Such nominations shall be submitted to Personnel Council, which shall then make a recommendation on the award of membership to the Faculty Assembly.

All members of the Faculty Assembly as defined above have voting privileges. The President, Vice President, Treasurer and Secretary of the Student Senate; all part-time teaching faculty who do not have full membership status; and all additional persons whose contractual obligation to the College involves them directly in a teaching or instructional function with its students may attend and participate in meetings of the Faculty Assembly, without vote. All non-voting members must absent themselves from those meetings or for those agenda items that are designated as appropriate for Executive Session by a three-fifths vote of the voting members present.

One-third of the voting membership of the Faculty Assembly constitutes a quorum.

Responsibilities: The Faculty Assembly has the primary responsibility for determining the requirements for admission and graduation and for approving candidates for degrees. The Faculty Assembly also has the primary responsibility for establishing policies and standards for curricula and other aspects of the academic program of the College. The Faculty Assembly further has the primary responsibility for determining the policies and standards for faculty appointments, promotions, tenure, dismissal, ethical conduct and other matters that affect the professional welfare of the faculty.

Officers: The officers of the Faculty Assembly shall be the President, the Vice President, and the Secretary. The President will serve a three-year term and the vice president and secretary will serve staggered two-year terms.ii

The President of Faculty Assembly shall be the Chair of the Faculty and shall officiate at all regular and special meetings of the Faculty Assembly. The President shall prepare the agenda in consultation with the Executive Council and the Provost-VPAA. The President shall serve as Chair of Executive Council. In the absence of the chair, the Vice President shall serve as Chair.

The President of Faculty Assembly shall: set up monthly meetings of the President of the College and Provost-SVPAA with Executive Council; receive one course release (4WU) per semester; and have access to administrative staff support.iii

The Vice President shall assume the duties of the President during their absence, shall be a member of Executive Council, and shall assume the office of the President in the case of a vacancy in that position.

The Secretary of the Faculty Assembly shall, if so requested, assist the President of the Faculty Assembly in the preparation of the agenda for each meeting; shall keep accurate minutes of all meetings of the Faculty Assembly and distribute them according to the provisions of the Bylaws; shall maintain orderly records of Faculty Assembly business; and shall be a member of the Executive Council.

The Faculty President, Vice President, and Secretary shall attend the meetings of the Board of Trustees as observers and provide an observers' report to the

Faculty Assembly. In addition to the Business Meeting, they attend the meetings of the Academic Mission and Student Experience, Finance and Infrastructure, Enrollment Management and Marketing, and Advancement Committees.

In consultation with Executive Council, the Faculty President shall prepare a written report for the Board of Trustees' Academic Mission and Student Experience Committee for each regularly scheduled meeting in accordance with the general procedures of the Bylaws.

Relationship to Other Bodies: The Faculty Assembly shall elect or otherwise designate designees and/or observers to Councils, Committees, and/or other bodies as it shall deem appropriate.

Proceedings: Meetings of the Faculty Assembly shall be convened and presided over by its President. In the absence of the President, the Vice President shall preside. In the event that neither of these officers is available, the Secretary shall preside. The calendar of the regular meetings of the Faculty Assembly shall be prepared by Executive Council. Procedures for the introduction and disposition of business shall be adopted by the Faculty.

Special meetings of the Faculty Assembly may be called by the President of Faculty Assembly when issues warrant such action. Special meetings of the Faculty Assembly must be called by the President upon receipt of a petition signed by one-third of the voting members of the Faculty Assembly. All meetings shall have a written agenda prepared and distributed to all voting and non-voting members at least 72 hours in advance of the meeting. At special meetings, only the item or items of business for which the meeting was called may be discussed.

2) Councils Responsible to the Faculty Assembly

Academic Council

Membership: The membership of Academic Council shall consist of eleven voting members. Nine members will be from the Faculty, and two members will be from Student Senate. The faculty voting members (three-year terms with one-third of the terms expiring annually) will be elected by the voting membership of the Faculty Assembly. Two of these members shall come from disciplines within the Physical/Natural Sciences; two from disciplines within the Arts and Humanities and the Social Sciences; two from disciplines within the Professional Studies; and the remaining three members shall be elected at large. The student voting members (one-year terms) will be elected by and from the Student Senate. The Provost-VPAA (or designee), the Registrar (or designee), and the Director of Academic Advising (or designee) shall be ex officio and without vote.iv

Responsibilities: Academic Council proposes academic policy and is the overseer and evaluator of the curriculum of the College and the quality of its academic program. The Council's function is to consider academic questions

that are fundamental in nature and broad-based in scope including, especially, the core curriculum. In performing its function, Academic Council initiates and continuously reviews policy regarding admissions standards, degree requirements, and the content and quality of the overall curriculum and the academic programs. All academic policies, procedures and decisions having broad or campus-wide implications must be submitted for approval at the next meeting of the Faculty Assembly.

- a) Interpretation: Academic Council has the authority to interpret existing academic policy. Should questions arise in areas where academic policy does not exist, or should current policy seem inappropriate, Academic Council should recommend new policy for consideration by the Faculty Assembly.
- b) Advisory: Academic Council serves in an advisory capacity to the Provost-VPAA regarding academic programs, the academic calendar, and budgetary matters pertaining to the academic program. Such advice may be at the initiation of either the Provost-VPAA or the Council. Academic Council also advises the President of the College in the awarding of honorary degrees.
- c) Review: Academic Council shall annually review and edit sections of the Faculty Handbook that are related to its responsibilities.
- d) Relationship to Standing Committees: Academic Council instructs and advises the standing committees named in the Constitution, Article II., 1) Committees Responsible to Academic Council, and has the responsibility to determine that these committees are performing the responsibilities specified by the Constitution and are following policy as set by the Faculty Assembly. Normally, a member of the Academic Council shall be a member of each of the standing committees and shall report committee actions to the council.
- e) Relations to Ad Hoc Committee: Academic Council may appoint ad hoc committees as necessary and instruct and advise them as to their specific duties and duration. Normally, a member of the Academic Council shall be a member of each ad hoc committee and shall report committee actions to the council.

Executive Council

Membership: The membership of Executive Council (EC) shall include the President of the Faculty; the Vice President of the Faculty; the Secretary of the Faculty; the Chair of Academic Council; and the Chair of Personnel Council. All members of Executive Council have voting privileges.

Responsibilities: Executive Council shall be the council primarily responsible for assisting the Faculty in the discharge of its governance duties and shall provide a channel of communication and consultation between the President

of the College and the Faculty with respect to their joint and several responsibilities in the governance of the College.

Specific functions include:

- a) to prepare and distribute the agenda for meetings of the Faculty Assembly.
- b) to make recommendations to the Faculty Assembly concerning proposed legislative actions.
- c) to receive reports and minutes from all councils and from those standing committees not reporting to another council.
- d) to submit council and committee reports to the Faculty Assembly for action.
- e) to submit to the Faculty Assembly for its consideration and action any appropriate resolution relating to the general welfare of the College and the Faculty.
- f) to review and edit sections of the Faculty Handbook that is related to its responsibilities.
- g) to submit any constitutional questions to Judicial Council for interpretation.
- h) to recommend to councils or Faculty Assembly the formation or abolition of ad hoc committees
- i) to be the Faculty Advisory Committee for the President of the College. When acting as the President's Advisory Committee, Executive Council's purpose is to advise upon matters of college policy and other items that the President and the Committee agree upon. In general, all Council actions are subject to approval by the Faculty Assembly. However, when subjects of great urgency or delicacy require immediate consultation, the Council may act on behalf of the Faculty Assembly.
- j) to administer a collaborative process whereby all voting members of the Faculty Assembly have the opportunity to provide confidential, formative feedback on the performance of the College's senior academic administrative officers - President and Provost-VPAA - as outlined in the Faculty Handbook (Chapter 1, Section I., H.).
- k) Relationship to Standing Committees: Executive Council instructs and advises the standing committees named in Constitution, Article II., 1. and has the responsibility to determine that these committees are performing the responsibilities specified by the Constitution and are following policy as set by the Faculty Assembly. Normally, a member of

the Executive Council shall be a member of each of the standing committees and shall report committee actions to the council.

- l) Relationship to Ad Hoc Committee: Executive Council may appoint ad hoc committees as necessary and instruct and advise them as to their specific duties and duration. Normally, a member of the Executive Council shall be a member of each ad hoc committee and shall report committee actions to the Council.
- m) The Council reports to the faculty at regularly scheduled meetings of the Faculty Assembly and advises the President of the College on the allocation of resources within the context of the College's long-range planning. Its responsibilities include monitoring long range planning, advising the President of the College during the long-range stages of budget formation and reviewing issues such as the allocation of resources for institutional and curricular activities and institutional priorities.

Judicial Council

Membership: The membership of Judicial Council shall include six tenured faculty (three-year terms with one-third of the terms expiring annually) elected by the voting membership of the Faculty Assembly. One of these members shall come from disciplines within the Physical/Natural Sciences; one from disciplines within the Arts and Humanities and the Social Sciences; one from disciplines within the Professional Studies; and the remaining three members shall simultaneously be elected at large. Membership shall not include more than one member from a single academic discipline. No member of Judicial Council shall serve on the Professional Standards Committee, on the Professional Development Committee, or on any other council. Five members of the Judicial Council shall constitute a quorum. A member of the Council shall absent themselves from the Council for all actions regarding themselves or a member of their discipline.

Responsibilities

- a) Interpretation: When questions concerning this Constitution arise, Judicial Council shall reach an interpretive decision and then report to the Faculty Assembly. Any decision shall take effect when reported to a meeting of the Faculty Assembly unless such decision is set aside at that meeting by a motion receiving the support of two-thirds of the voting members present.
- b) Appeals: Judicial Council shall hear all appeals concerning:
 - i. promotion, tenure, standard professional expectations (SPE), exceptional performance (EP), and sabbatical leaves. Appeals must be based upon alleged failures of due process, i.e., cases which allegedly violated established procedures and/or acted prejudicially, capriciously or inconsistently in the application of

guidelines and criteria for promotion, tenure, standard professional expectations, exceptional performance, and sabbatical leaves. The recommendation of Judicial Council in cases of appeal shall constitute the only and official recommendation of the Faculty to the President of the College. Findings of Judicial Council in cases of appeal shall be forwarded to the appellant, to the President of the College, and the Professional Standards Committee.

- ii. faculty complaints that have not been resolved at the lowest administrative level. These complaints must be based on alleged improper, arbitrary or discriminatory application of existing college regulations, practices or procedures relating to salaries, hours, terms and conditions of employment.
- c) Review: Judicial Council shall annually review and edit sections of the Faculty Handbook that are related to its responsibilities and shall review proposed amendments to the constitution as described in Article III.2.
- d) Adjudication: Judicial Council shall hear complaints of alleged faculty misconduct including, but not limited to academic dishonesty; sexual, racial or ethnic discrimination; and malice or capriciousness in dealing with students. Judicial Council shall also hear complaints of alleged faculty incompetence. Resultant findings and recommendations shall be submitted in writing to the President of the College, the complainant, and the faculty member concerned. In cases involving the potential release of faculty members, Judicial Council assumes all the responsibilities of faculty Release and Retrenchment as outlined in Chapter 2, including those described in the Faculty Handbook and will follow all of the procedures of the Release and Retrenchment outlined in Chapter 2. (Investigation of sexual harassment cases will follow the process outlined in Title IX policy found on the College webpage [here](#).)

Personnel Council

Membership: The membership of Personnel Council shall include six members (three-year terms with one-third of the terms expiring annually) elected by and from the voting membership of the Faculty Assembly. One of these members shall come from disciplines within the Physical/Natural Sciences; one from disciplines within the Arts and Humanities and Social Sciences; one from disciplines within Professional Studies; and the remaining three members shall simultaneously be elected at large. The President of the College shall be an *ex officio* member without vote. The Director for Human Resources shall be an *ex officio* member without vote. When the Council is in Executive Session the *ex-officio* members shall not be present.

Responsibilities: Personnel Council shall, as a designee of the Faculty, advise the President of the College on policies and procedures related to the College's administrative structure and functions. Only Personnel Council shall negotiate on behalf of the faculty for leaves, salary increases, fringe benefits,

promotion, tenure, professional expectations and other personnel matters related to the professional performance or welfare of the Faculty.

All recommended agreements between Personnel Council and the President of the College regarding faculty compensation packages are subject to approval by the Faculty Assembly (approval shall be by majority vote of those faculty members present) and by the Board of Trustees.

The Council shall submit proposed policies or changes in faculty personnel policy to the President of Faculty Assembly for placement on the agenda of the next appropriate meeting of the Faculty Assembly for approval.

- a) Interpretation: Personnel Council has the authority to interpret existing faculty personnel policy. Should questions arise in areas where personnel policy does not exist, or should current policy seem inappropriate, Personnel Council should recommend new policy for consideration by the Faculty Assembly.
- b) Advisory: Personnel Council serves in an advisory capacity to the President of the College for the implementation of faculty personnel policies. The President may bring additional staff to assist.
- c) Review: Personnel Council shall annually review and edit sections of the Faculty Handbook that are related to its responsibilities.
- d) Relationship to Standing Committees: Personnel Council instructs and advises the standing committees named in Article II. 3. and has the responsibility to determine that these committees are performing the responsibilities specified by this Constitution and are following policy as set by the Faculty Assembly. Normally, a member of the Personnel Council shall be a member of each of the standing committees and shall report committee actions to the Council.
- e) Relationship to *Ad Hoc* Committees: Personnel Council may appoint ad hoc committees as necessary and instruct and advise them as to their duration and specific duties. Normally, a member of the Personnel Council shall be a member of each ad hoc committee and shall report committee actions to the Council.

Article II: Standing Committees

1) Committees Responsible to Academic Council

Academic Standing Committee

Membership: The membership of the Committee shall include one member of the Academic Council designated annually by the Academic Council; three members elected by and from the voting membership of the Faculty Assembly (three-year terms with one-third of the terms expiring annually);

the Provost-VPAA or their designee. In addition, two professional members of the Center for Student Success shall be included as advisory members, without vote.

Responsibilities: The Committee is responsible for periodic review of academic standards and academic dismissal procedures. The Committee makes recommendations to Academic Council when changes in policy seem appropriate. The Committee applies academic dismissal procedures and evaluates applications of students for reinstatement after such dismissal. The committee also reviews student petitions for deviations from prescribed curriculum, including the Core Program Curriculum. In the case of deviation from courses required by the student's academic program, committee review is only at the request of the Dean of the School or the Provost-VPAA. Each committee recommendation shall be reported to the Provost-VPAA. The Committee handles matters pertaining to academic probation, academic dismissal, readmission and deviations from the academic curriculum of the College as defined in the College Catalog. The Committee conducts hearings on cases of alleged violations of the standards of academic integrity, as those standards are defined in the Student Handbook. The Committee also hears appeals of course grades, in accordance with procedures set forth in the Student Handbook. In fulfilling these responsibilities, the Committee shall adhere to Academic Due Process, again as defined in the Student Handbook.

Core Program Committee

Membership: Membership of the Committee shall include six members (three-year terms with one third of the terms expiring annually) elected by and from the voting membership of the Faculty Assembly; the DoF-APSL or designee; two students elected by the Student Senate for two-year terms, to be chosen in alternate years; and one member of Academic Council, who will serve ex officio. Of the six faculty members elected by the Faculty Assembly, two shall come from the Physical/Natural Sciences, two from the Arts and Humanities, Social Sciences, and the Librarians; and two from Professional Studies. One of the six positions elected by the faculty assembly will be chair of the committee. No academic discipline shall have more than one faculty member serving on the committee.

Responsibilities: The Committee has oversight responsibility for policies related to the Core Program and advises the DoF-APSL in matters of staffing, implementing, and funding the Core Program. The committee is responsible:

- a) for recommending to the Academic Council approval or disapproval of courses for inclusion in the Core Program, based upon the core objectives approved by the Faculty Assembly;
- b) for developing and implementing appropriate methods of evaluating the core curriculum;
- c) to assist the DoF-APSL with coordination of the Core Program;

- d) to cooperate with the various faculty committees and the Academic Affairs team to secure funding and to promote professional development for those faculty members associated with the teaching of the core curriculum;
- e) to recommend to Academic Council alterations and revisions of the Core Program.

Educational Assessment Committee

Membership: The membership of the Educational Assessment Committee (hereafter EAC) shall consist of ten members as follows: Four faculty members (three-year terms staggered) elected by and from the voting membership of the Faculty Assembly, one of whom shall be chair. One of the members shall come from disciplines within the Physical/Natural Sciences; one from disciplines within the Arts and Humanities, the Social Sciences, and the Librarians; one from disciplines within the Professional Studies; and one shall be elected at large. One member of Academic Council shall also serve as a member on a one-year renewable term. The Associate Provost for Institutional Effectiveness and Innovation, the Dean of Students or their designee, the Dean of the School of Graduate and Professional Studies or their designee, and a staff member appointed from Student Life shall be *ex officio* members with vote. One student, elected by and from Student Senate, shall also be a member with vote.

Responsibilities: The primary mission of the EAC is to ensure that student learning is regularly and skillfully assessed and that the results of these assessment activities are used to strengthen educational programs and inform resource allocations across the institution. The EAC also is responsible for ensuring that the College meets the intent and the technical requirements of Middle States Commission on Higher Education, Standard V: *Educational Effectiveness Assessment. Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

Specifically, the EAC will:

- a) propose assessment policies and guidelines relating to student learning in both academic and co-curricular programs;
- b) collaborate with Academic Council and Core Committee to coordinate academic assessment;
- c) assess the achievement of Institutional Learning Goals;
- d) review assessment plans and practices related to student learning;
- e) actively promote a culture of assessment;

- f) review the results of college-wide assessments of student learning and make recommendations for the improvement of educational programs;
- g) inform the College community of the results of educational assessment.

Assessment data gathering, compilation, processing, archival, and presentation will be accomplished by the Educational Assessment Committee in collaboration with the Associate Provost for Institutional Effectiveness & Innovation (AP-IEI). Coordination and integration of assessment activities for academic programs will be accomplished in collaboration with the Provost-VPAA and DoF-APSL. Coordination of assessment activities by co-curricular programs will be accomplished in collaboration with the Dean of Students.

Honors Committee

Membership: The Honors Committee consists of eleven members including the Director of the Honors Program who chairs the Committee. Other members include an Admissions Office designee and an Honors student designee selected by the Director of the Honors Program, and faculty designees from the humanities, social sciences, natural sciences, pre-professional disciplines, Core Committee, Academic Council, and one faculty member at large. Members serve a one-year renewable term unless their service is limited by their Core Committee or Academic Council commitments.

Responsibilities: The Honors Committee advises the Director of the Honors Program in overseeing the Honors Program including the selection and ongoing evaluation of Honors Program participants, determining criteria for Honors credits and courses, selecting and evaluating Honors courses, and making policy decisions.

Independent Study Committee

Membership: The membership of the Committee shall include a chair appointed from Academic Council and two members appointed by Academic Council from the faculty at large (one-year, renewable terms).

Responsibilities: The Committee reviews all course proposals for Independent Studies submitted to the Deans. The committee ensures that each proposal contains a suitable statement of the objectives of the project, a list of readings, resources and activities to be included in the project, and an acceptable explanation of the nature and process of the evaluation to be used by the supervising faculty member. The committee is also responsible for parity between the academic involvement and rigor of the proposed project and the number of credit hours requested.

2) Committees Responsible to Executive Council

Academic Occasions Committee

Membership: The membership of the Committee shall include the President of the College or their designee, who shall convene the Committee; the Provost-VPAA or designee; the Grand Marshal appointed by the President; three Faculty Marshals elected by the Faculty (three-year terms with one-third of the terms expiring annually); the President of the Senior Class; and one member of the Junior Class elected by the Student Senate. The committee chair shall be elected by the committee members.

Responsibilities: The Committee recommends policies and procedures and designates responsibilities for commencement, convocations, and other academic occasions. The Committee is also responsible for an annual review and evaluation of academic occasions and for recommending to Academic Council any necessary revisions in policies or procedures.

Nominating Committee

Membership: The membership of the Nominating Committee shall include three members elected by and from the voting membership of the Faculty Assembly (two-year terms with half of the members being replaced annually); and the President of the Faculty.

Responsibilities: Annual ongoing functions of the Committee shall be:

- a) to prepare an annual slate of nominees for officers and for council and committee positions with consideration being given to equitable representation of disciplinary groups;
- b) to prepare a slate of nominees as vacancies occur;
- c) to conduct the above elections;
- d) the Committee shall also, as necessary, review and make recommendations to the Faculty Assembly regarding the appropriate number and disciplinary representation of faculty on councils and standing committees, and the cycle of tenure of faculty positions on these councils and committees.

Resources and Strategic Planning Council

Membership: The Resources and Strategic Planning Council (RSPC) shall consist of eleven members: two faculty members, one an EC member and the other selected by EC; one faculty member, selected by and normally from the Academic Council; one faculty member, selected by and normally from the Personnel Council; two faculty members at-large, elected to staggered three-year terms by the Faculty Assembly; the Provost-VPAA or designee; the Senior Vice President of Administration and Finance or designee; the Vice President for Enrollment Management or designee; the Dean of Students or designee; and the Student Senate President or designee. Each of the four appointees named by a council will normally serve a three-year term. The chair of RSPC shall be a faculty member elected by Council members.

Responsibilities: The Resources and Strategic Planning Council, in collaboration with the Senior Leadership Team, is responsible for the oversight of all matters related to resources and strategic planning, including resource allocation, budgeting, and the evaluation of business and tuition models. The council is charged with monitoring trends and making recommendations concerning enrollment, college finances, and resource allocations. It will develop long-range strategic plans in consultation with relevant committees and Senior Leadership Team and assess the implementation of all strategic goals. The Chair of RSPC will report at least quarterly to the Executive Council and the College President and will submit a written report to the Faculty Assembly, Board of Trustees, and Student Senate a minimum of once each semester.

3) Committees Responsible to Personnel Council

Professional Development Committee

Membership: The membership of the Committee shall include one member of Personnel Council designated annually by Personnel Council; six members elected by and from the voting membership of the Faculty Assembly (three-year terms with one third of the terms expiring annually), one of whom will be chair; and the DoF-APSL. Of the six members elected from Faculty Assembly membership, one shall come from disciplines within the Physical and Natural Sciences; one from disciplines within the Arts and Humanities and the Social Sciences; one from disciplines within the Professional Studies; and the remaining three members shall be elected at large.

Responsibilities:

- a) The Committee shall develop, coordinate, evaluate, and administer programs that provide continuity and direction for individual faculty growth in accord with college goals in all three areas of responsibility (teaching, professional activity, and service to the College) and shall develop and maintain the resource center on professional development.
- b) The Committee shall review and recommend policies, procedures, criteria and standards regarding the award of faculty grants. The Committee shall approve grants for individual faculty members, or for two or more collaborating faculty members, for development of teaching skills, methodologies and materials; for enhancement of their disciplinary knowledge; or for the support of scholarship and research, including creative and artistic creation or performance. The Committee shall regularly disseminate to the faculty application guidelines concerning the awarding and administration of these grants.
- c) The Committee shall review and recommend policies, procedures, criteria and standards regarding the award for sabbatical and junior leaves. The Committee shall screen all applications for leave and shall recommend leaves to the Provost-VPAA and the President for approval.

Professional Standards Committee

Membership: The membership of the Committee shall include the DoF-APSL who will be an *ex officio* member without vote, one member of the Personnel Council designated annually by the Personnel Council; and six members (three-year staggered terms) elected by and from the voting membership of the Faculty Assembly. All tenured faculty shall be eligible to serve on the Committee, except that (1) no two elected committee members shall be from the same academic discipline, (2) no member of Judicial Council may be elected to the Committee, and (3) members of PSC are barred from seeking promotion during their term of service on the committee. Five voting members of the Committee shall constitute a quorum. The member from Personnel Council shall absent themselves from the Committee for all considerations of individual promotion or tenure. An elected member of the Committee shall absent themselves from the Committee for consideration of the promotion or tenure of a candidate from their academic discipline. Each candidate for promotion or tenure has the right to meet with, or to send a designee to, the Committee one time. All action shall be determined by a majority vote of the members present.

Responsibilities:

- a) The Committee shall review and recommend to Personnel Council policies, procedures, criteria and standards directed toward encouraging or evaluating faculty members with respect to the performance of their professional duties.
- b) The Committee shall make recommendations to the Provost-VPAA on the awarding of promotion and tenure and shall also make recommendations concerning questions of professional standing.

Senior Merit Committee

Membership: The Senior Merit Committee will be made up of the DoF-APSL and three tenured faculty members from different areas of the College. Personnel Council will appoint the members to the Senior Merit Committee to fill expiring terms at the end of the spring semester. Each term on the Committee begins with the start of the academic school year. Membership will include one member from the Professional Studies, one member from the Arts, Humanities, and Social Sciences, and one member from Natural and Physical Sciences. They shall serve a three-year term. The Committee members are not permitted to apply for Senior Merit while serving as a member.

Responsibilities: The Senior Merit Committee will be responsible for reviewing all applications and make recommendations as to who shall receive the award for that year. The Committee will forward their recommendations to the Provost-VPAA for approval.

Article III: Bylaws

1) General Procedures

Neither the Faculty Assembly, the Administration, the councils, nor committees may abrogate the religious and political rights, or the academic freedom of any member of the Faculty.

The latest published edition of Robert's Rules of Order shall govern the meetings of the Faculty Assembly. The Parliamentarian, elected annually by the Executive Council, shall assist the Faculty President as appropriate in the conduct of meetings of the Faculty Assembly. Unless otherwise stated in this Constitution, Robert's Rules of Order shall also govern the meetings of all councils and committees. Executive Sessions of all councils and committees shall be determined by a majority vote of the council/committee members present.

The President of the College shall be an ex officio member of all faculty councils and committees.

In consultation with the Executive Council, the President of the Faculty shall prepare a report for meetings of the Board of Trustees' Academic Mission and Student Experience Committee. With special focus on academic programs and faculty governance, the report should provide a retrospective analysis of activities, issues, and concerns of the faculty as well as a range of options for solutions. The report should reflect a balanced range of faculty views. Prior to submitting the report to the Board of Trustees, the Faculty President will post it in the Faculty Assembly network folder and solicit comments from the faculty at large for a period of at least 48 hours. The final report will be archived in the Faculty Assembly network folder.

Distribution and Content of Minutes:

- a) The approved minutes of Faculty Assembly, Councils, and standing committees are to be made available to all voting members of the Faculty Assembly. They are to be posted and archived in the Faculty Assembly Network folder.
- b) The Student Senate shall be requested to send copies of its minutes to each of the faculty officers and to the chairs of Academic, Personnel and Judicial Councils.
- c) The Library maintains a file of all Faculty Assembly minutes. The official copy will be maintained by the Secretary of the Faculty Assembly.
- d) On all occasions when a vote is counted, with the exception of elections, that vote (including abstentions) shall be recorded in the minutes of the Faculty Assembly and of the Councils.

2) Amendment Procedures

Rules for the Process of Amendment of the Constitution and the Bylaws of the Faculty Assembly:

- a) Amendments must be presented in written form. They must include a rationale and specify the articles, sections, etc., affected by the amendment.
- b) A proposed amendment may be initiated by any individual member or group within the Faculty Assembly. Proposed amendments shall be sent to Judicial Council which will editorially review the wording of the proposed amendment and return to the originator with suggested changes. It will be the originator's privilege to decide what the actual wording of the amendment shall be and to resubmit the amendment to the Judicial Council for presentation to the Faculty Assembly. Amendments must be presented to the membership at least one week before the amendment is to be discussed by the Faculty Assembly.
- c) Constitutional amendments must be approved by two-thirds of those voting members who are present at each of two successive regularly scheduled meetings of the Faculty Assembly. Amendments to the proposed Constitutional Amendment may be made during the first consideration of the proposal. No amendments may be made at the second meeting at which the Constitutional Amendment is considered.
- d) Amendments to the Bylaws must be approved by a majority of those voting members who are present.
- e) After Faculty approval, all amendments must receive final approval of the Board of Trustees.

3) Election Procedures

Electorate: All voting members of the Faculty Assembly shall be eligible to vote in elections of faculty to councils, committees and faculty offices. Voting shall be by secret ballot by those Faculty who are present during the election meeting, although special elections by mail are permitted if circumstances (such as runoff elections) so require.

Calendar for Elections: The Nominating Committee shall determine the calendar for elections, including special elections needed to fill unexpired terms. The agenda for the faculty meeting in which elections are to be held shall specify the positions and terms to be filled.

Elections: All members of the Faculty Assembly as defined in the Constitution, Article I and having no more than half-time administrative responsibility shall be eligible to serve on any committee or council or in any faculty office. Candidates for the faculty offices, the Councils, the Professional Standards Committee and the Core Program Committee shall be elected by

majority vote. In all other cases, the person(s) receiving the highest number of votes shall be declared elected.

Vacancies: Any vacancy that occurs shall be filled by an election at the next special or regular faculty meeting.

Limitations on Positions Held: The President of the Faculty, the Vice President, and the Secretary shall not hold more than one other elected faculty position.

No member of the faculty shall concurrently hold elected positions on:

- a) more than two standing committees,
- b) more than one standing committee and one council,
- c) more than one council, or
- d) Personnel Council and Professional Standards Committee.

No faculty member shall serve successive terms on Professional Standards Committee until at least one year after that member's first term has expired. However, if a faculty member is fulfilling another member's term, and if the fulfillment constitutes less than one-half of a full term, then that faculty member is eligible to serve another full term immediately thereafter.

4) Recall Procedures

Any faculty officer and any member of any council or committee may be recalled from their office or membership for abuse of privileges or for negligence in performance of duties (e.g., missing meetings).

A petition for recall must be filed with the President or Secretary of the Faculty Assembly. In the case of faculty officers, the petition must contain the signatures of at least one-third of the voting membership of the Faculty Assembly. In the case of council and committee members, the petition must contain the signatures of a majority of the membership of the relevant council or committee.

The petition shall be reviewed by Executive Council at its next meeting. The Council shall then make a recommendation to the Faculty Assembly, which shall vote on the recommendation. The number of votes needed for recall shall be two thirds of the voting members present.

Chapter 2: Duties and Privileges of the Faculty

I. Duties and Privileges of the Faculty^{vi}

A. Academic Freedom

Teachers 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 is subject to the approval of the President and requires a written contractual agreement with the College.

Teachers are entitled to freedom in the classroom in discussing their subjects but should take care not to introduce into their teaching controversial matter that has no relation to the subject. Limitations, if any, of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College or university professors are citizens, members of a learned profession, and officers of an educational institution. 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 men and women of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all-time 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 institutional spokespersons.

B. Conferral of Faculty Status

Faculty status is conferred or removed only by action of the Board of Trustees. Such status may be granted to designated classes of individuals or to specific individuals.

C. Qualifications for Appointment to Rank

The minimum qualification for appointment to faculty rank is a master's degree and, if the master's degree is not normally the terminal degree in the discipline, the active pursuit of course work leading toward the award of the doctorate. Only in the most extraordinary circumstances may the President waive these requirements for appointment to faculty rank.

D. Types of Appointments

There are term (or temporary), lecturer, probationary, and tenure appointments.

1) Term or Temporary Appointments

The usual length of a term appointment will be for one year, but may be for shorter terms:

- a) A full-time appointment may be granted for one semester or less, and,
- b) A part-time term appointment may be granted for one semester or less, or for a specific course or task.

A term appointment shall state a termination date and shall be considered terminated on that date unless specifically renewed. A term appointment may be re-issued by the DoF-APSL with the approval of the Provost-VPAA, but no more than five full-time year term contracts may be issued to an individual. Part-time term appointments can be renewed without limit on the years of renewal. Faculty are appointed and have responsibilities for the period specified in their appointment letter. This is normally 9 months but may be 10, 11, or 12 months if stipulated as such in the appointment.

2) Lectureship

An individual may be appointed a Lecturer if their responsibilities include more than half-time teaching and administration of a specialized program within the College. An appointment as Lecturer is for one year and can be renewed without limit on years of renewal. Individuals appointed as Lecturers are not eligible for consideration for tenure. Faculty are appointed and have responsibilities for the 9-month academic year.

3) Tenure Track Probationary Appointments

Tenure track probationary appointments normally shall be for one-year periods at a time until terminated or tenure is granted. Faculty members on probationary appointment have no guarantee of reappointment. They may or may not be reappointed. Specifically, reappointment from year to year does not establish a putative claim toward the award of tenure. (See Chapter 2, Section 7. General Policies Regarding Tenure.) Faculty are appointed and have responsibilities for the 9-month academic year.

4) Tenure

Tenure means the attainment of a mutual agreement, in writing, between the College and the faculty member for a continuing relationship until separation. Tenure is the form by which the College gives legal and economic protection to academic freedom. It is attained as a result of formal action by the College and is one of the ways by which the College maintains its standards of professional excellence. It cannot be attained *de facto* or on procedural grounds. It can only be awarded on substantive grounds and by positive

action of the College. Faculty are appointed and have responsibilities for the 9-month academic year.

E. Recruitment Policy

This policy is designed to assist schools in hiring the most qualified and suitable candidates. Recruitment and selection of candidates for all positions on campus shall be in compliance with the College's policy on Non-Discrimination and Affirmative Action. Job announcements shall be displayed for a period no less than five calendar days.

A position requisition form must be completed for all open positions; this form must be accompanied by an updated job description or job advertisement. All hiring/advertising must be coordinated with Human Resources and have the appropriate administrative approval. This process is carried out electronically through PeopleAdmin.

F. Background Checks

Effective July 1, 2007, it is the policy of Elizabethtown College to conduct a background check on all individuals beginning their employment with the College. The background search may include criminal history, education credentials, driving records, and credit history. All background checks will be coordinated through Human Resources.

New employees will be asked to sign a release form allowing the College to conduct the background check. Results will be kept confidential and will not be disclosed * except to the extent necessary to administer and enforce this policy or pursue appropriate legal action. Continued employment with the College is contingent upon acceptable results as determined by the College.

G. Search/Appointment/Orientation

Search procedures for fulltime appointments are coordinated by the Human Resources Office, and are conducted by the School Dean, the DoF-APSL, and the Provost-VPAA. With the approval of the Provost-VPAA, and in consultation with the full-time members of the program(s), the Dean selects candidates for faculty appointment for on campus interviews and evaluation. In cases of tenure track appointments, the Provost-VPAA, on recommendation of the Dean, appoints a search committee to assist in the selection of prospective faculty members. The search committee will be made up from members of the program in which the position is open, but it can be augmented by the addition of a faculty member(s) from another program in the same School or from a different School to provide a broader perspective for all appointments. In cases in which the College is recruiting a Dean, the President will assume responsibilities for the search. The President has responsibility for all final decisions.

Appointments will be made by the President upon the recommendation of the Provost-VPAA. The Provost-VPAA's recommendation will consider evaluations of candidates provided by the DoF-APSL in conjunction with the recommendation of the faculty search committee and the independent recommendation of the Dean. The rank at which the initial appointment will be made will be determined by the Provost-VPAA in consultation with the DoF-APSL upon the recommendation of the Dean. In cases where the College is appointing a Dean, the Provost-VPAA will recommend the initial rank to the President. In determining the initial rank, previous professional experience, such as teaching at the college level or practice in one's profession, will be considered along with academic degrees, training, and professional accomplishments. Non-teaching experience that contributes to instructional effectiveness may be considered in determining rank.

H. Personnel Records

The Human Resources Office maintains a file on each faculty member containing a copy of the initial curriculum vitae, letters of recommendation, transcripts, a continuing record of all appointment letters, required employment records, including payroll, benefits, and background information, and official communication between the faculty member and Human Resources.

The Provost-VPAA shall maintain all records relative to reappointment, promotion and tenure decisions, relevant faculty committee actions, and official communication between the faculty member and the Academic Affairs offices. (The Provost-VPAA office maintains paper personnel records as well as electronic copies of materials and correspondence.)

The Judicial Council and/or the Professional Standards Committee must file copies of all faculty appeals and their disposition with the Provost-VPAA.

Faculty members are required to maintain and provide updated curricular vitae annually to the Office of the DoF-APSL. In addition, the High Library also maintains an electronic file of course syllabi for each faculty member.

Except where required by law, information contained in the personnel files of a faculty member will not be released to external sources unless clear, written permission to release specific information is provided by the employee. A faculty member can review their personnel file, excluding any confidential and pre-employment information. A faculty member wishing to review their personnel file should contact the Provost-VPAA.

The Director for Human Resources also maintains a confidential Document Retention File of accusations or violation of College policies that were dismissed as unsubstantiated or resolved informally. This information is used to monitor repeated complaints within the same school, department, office, or involving the same individual and to document the College's actions

regarding complaints. This information is maintained separately from personnel files. Faculty members may request that documentation regarding the resolution of any complaint against them, including complaints that are unsubstantiated or resolved informally, be included in their personnel files.

I. Responsibilities/Expectations

1) General Performance^{vii}

- a) *Teaching and Advising:* Successful teaching must be the highest professional priority of all faculty members at Elizabethtown College. It is demonstrated by: up-to-date scholarly mastering of the subject matter, coherent course design, clarity in and coherence of presentation, successful application of pedagogical techniques, efficient management of time and resources, effective evaluation of student performance, reasonable availability to students, and an enthusiasm that motivates student learning. Capable advising is demonstrated through use of best practices in advising and an advising approach that prioritizes the needs of the individual student and is appropriate to the student's developmental and academic stage.
- b) *Scholarly and Professional Activity.* Teaching performance and the quality of academic life throughout the college flourish when faculty members are actively engaged in scholarly and professional activity. Scholarly and professional activity is demonstrated, for example, by participation in professional organizations and societies, research or creative activity judged to be contributing to the discipline through: publication, presentation of papers, artistic presentations, completion of applied/integrative projects or practice, leadership in professional organizations and societies, or clinical/applied practice. It is expected that a faculty member will continue to grow in the discipline through on-going study and attendance at seminars, workshops, and institutes.
- c) *Service to the College:* All faculty members are expected to be active participants in the life and governance of the College. They are expected to attend faculty meetings; to serve on councils, committees, or task forces; to contribute to the programs of their schools; to serve in leadership positions when called upon; and to assist in student recruitment. Faculty may also contribute through advising student organizations. The contribution of one's professional talents and expertise to the off-campus community is also a service one can render to the College.

2) Expectations by Rank

It is understood that the performance expectations outlined above apply to all faculty members regardless of rank. It is acknowledged, however, that faculty members at the ranks of lecturer and assistant professor have less opportunity to assume leadership roles in governance, are involved in

teaching without the aid of accumulated years of experience and maturity in the classroom and laboratory, and have yet to develop scholarly and professional agendas and reputations that enable them to establish discernible patterns of publication, effective participation in professional organizations and societies, and/or impact in clinical/applied practice. Such factors need to be kept in mind when evaluating faculty members in these junior ranks. What is important are the emerging qualities of their performance and the degree of certainty that these qualities will mature into lifelong professional habits.

Faculty members at the senior ranks of associate professor and professor are expected to demonstrate professional maturity in teaching, scholarly and professional work, and faculty and campus leadership. Their teaching should reflect the experience of learning far beyond graduate school preparation and their classroom performance should provide a model for their junior colleagues. Their scholarly and professional activities should reflect active minds constantly engaged in seeking new knowledge, and/or applying/integrating knowledge, full participation in their disciplines through contributions within professional organizations, publication, artistic performance, or clinical/applied practice. Senior faculty members have a particular responsibility to guide and assist junior faculty both directly and by example.

3) School and/or Program Expectations

Each school has given substance to the General Performance responsibilities above through Standard Professional Expectations (SPE) specific to the school, and academic programs may have expectations unique to their discipline. Faculty members should secure a copy of these from their dean.

4) Institutional Expectations

In addition to the above, each faculty member is expected to support the purposes and objectives of the College as adopted by the Board of Trustees and to observe college regulations and work with and within the established governance structures. Abiding by the College's Standards of Conduct (Chapter 5, Section I) is an institutional expectation.

5) Off-campus Activities for Remuneration

The College encourages participation in community activities commensurate with the standards of good citizenship. Activity for remuneration which might involve time away from duties should be approved by the Provost-VPAA in consultation with the Dean and the DoF-APSL.

Guidelines: The Provost-VPAA acting through the DoF-APSL and the Dean will be guided in the implementation of the above cited policy statement during the contracted period by the following:

- a) Paid consulting and contract work (including related activities such as conducting workshops, musical performances, etc.) is encouraged on a limited basis. Such work, with the requisite approval, should not exceed one day equivalent (eight hours) per week.
- b) Teaching at other institutions on an overload basis is discouraged and normally will not be approved. Exceptions, if any, must have the approval of the President. Faculty members and professional administrators wishing to request permission to teach at other institutions should demonstrate that at least one of the following conditions is satisfied: that it is (1) in the long-term interest of their scholarly professional development; (2) in the interest of inter-institutional cooperation and (3) in the interest of the enhancement of the College's reputation.

In all such cases an inter-institutional reimbursement shall be negotiated based on a commensurate load and salary reduction at Elizabethtown College. Overload compensation will be approved only in the most extraordinary cases.

- c) Other off-campus activities for remuneration are not encouraged and should not be undertaken on a regular basis. Only in the most extraordinary circumstances will requests for permission to engage in outside remunerative activities be entertained. In such cases the normal basis for approval will be a commensurate load and salary reduction. In any case, such arrangements must be short term. In no event will permission be granted if in the judgment of the Dean and/or the Provost-VPAA such outside activities impinge upon the individual's time and attention so as to make doubtful their ability to meet effectively the responsibilities of teaching, advising, college service, and scholarly/professional development.

6) Absence from Duty

Brief absences for professional or personal reasons should be reported to and approved by the Dean of the School. It is assumed that other faculty will cover the duties without remuneration. Extended absences must be reported to the DoF-APSL. (See Sick Leave Policy, Chapter 5.)

7) Current Curriculum Vitae

Faculty members must keep current their curriculum vitae in the DoF-APSL's Office, and should report information concerning professional honors, vital statistics, advanced academic work, publications, and so forth to the DoF-APSL.

Also, each faculty member must provide a schedule of semester classes and office hours to the DoF-APSL's office.

8) Teaching Load

- a) The normal workload for all full-time faculty at Elizabethtown College is twelve work units per semester for each of the two semesters of the academic year.
- b) Work units may be measured in several ways. With regard to teaching, they may be measured by the number of student contact hours in the classroom or laboratory or by the number of student credit hours taught per semester.
- c) In schools with laboratory courses, a portion of faculty workload may be measured in terms of student contact hours. One hour of student contact per week equals one work unit.
- d) In schools that normally do not offer laboratory courses, faculty workload may be measured in terms of the number of student credit hours taught. Faculty will normally teach either four three-credit courses or three four-credit courses in order to generate twelve work units per week of the semester.
- e) With the approval of the DoF-APSL and Provost-VPAA, Deans will make equivalent arrangements for faculty in schools that do not fit in either letter c) or letter d) above.
- f) Normally, faculty will not exceed three course preparations per semester.
- g) In certain circumstances, faculty supervising students in intensive undergraduate research, scholarship, field placements, and creative activities may have the work counted towards teaching load. Decisions regarding contribution to load would be made by the Provost-VPAA in consultation with the Dean and DoF-APSL.
- h) Minimum class sizes normally will be five students. Classes with fewer students may be offered, but only as necessitated by the curriculum and approved by the DoF-APSL.
- i) A work unit may also be measured in terms of time spent performing administrative duties, advising, or conducting research. Guidelines for measuring these types of work units follow.
 - a. Faculty with substantial and unusual advising responsibilities may receive work unit credit pending agreement by the Dean and the DoF-APSL.
 - b. Directors of interdisciplinary and other programs may be compensated in the form of stipends or they may count their administrative work in terms of work units. The Provost-VPAA, in consultation with Personnel Council, will make this determination

after a thorough inventory and review of all administrative responsibilities.

9) Public Information

The College maintains regular contact with all news media in the surrounding community through the Office of Marketing and Communications. Faculty members are encouraged to forward items of interest for possible dissemination to the press, radio, and television outlets.

The Office of Marketing and Communications serves as the official liaison between the College and the news media. Faculty members are encouraged to contact the office in all matters relating to conversation with news media and to be prudent in comments having a bearing on the welfare of the College.

J. Reappointment/Promotion/Tenure

1) Reappointment of Faculty on Term and/or Probationary Appointments

A reappointment of a nontenured faculty member is made by the DoF-APSL upon the recommendation of the Dean. Full-year term appointments are subject to the limitation in section D.1. above.

Procedure: During the first semester of a probationary appointment, the faculty member must be informed by their Dean and/or the DoF-APSL of the evaluation criteria used by the College, and of the standard professional expectations, and of the evaluation procedures to be applied in decisions affecting reappointment, promotion, and tenure.

Members of the nontenured faculty member's program or school will be asked to provide a yearly evaluation in writing of the performance of the faculty member based upon the Responsibilities/Expectation under Chapter 2, I of the Handbook, with special reference to the sections on *General Performance* and *Expectations by Rank*. The timeline for submission of this written evaluation to the Dean is included below. In addition to the requested peer evaluations, the Dean must make an independent evaluation of the untenured faculty member's performance, taking into account the received peer evaluations from program/departmental colleagues. The Dean must share their written evaluations of the performance of the faculty member under review with that faculty member by the date indicated below. Following the performance review meeting with the faculty member, the Dean must forward their evaluation of the faculty member to the DoF-APSL, along with any written comments from the faculty member under review, by the date indicated below. The DoF-APSL will also evaluate each individual on probationary status and will provide a written summary evaluation in the case of an unsatisfactory evaluation. An unsatisfactory evaluation in any year may result in an individual's termination without appeal.

Dates* for submission and review of faculty evaluations:

| | Submission of “Blue” Forms to DoF-APSL | Review of “Yellow” Form with Faculty Member | Submission of “Blue” and “Yellow” Forms to DoF-APSL |
|---|---|--|--|
| Non-tenured faculty in third, fourth, or fifth year | Prior to December 1 | On or before December 1 | December 1 |
| Non-tenured faculty in first or second year | Prior to December 15 | On or before December 15 | January 10 |

*Dates are as indicated or the first business day thereafter.

Faculty members with the rank of lecturer who have taught for a school for more than five years are excluded from this process, provided that departmental SPEs are met. Failure to meet SPEs when evaluated in the spring or performance concerns arising in the fall result in an evaluation of longer-term instructors on the “Non-tenured faculty in third, fourth, or fifth year” timeline.

No later than the first semester of the probationary faculty member’s fourth year of teaching at Elizabethtown College, the DoF-APSL in association with the Dean will conduct a review in depth of the individual’s performance and progress. Deadline for 4th year dossiers which includes program faculty and dean evaluations is October 1. The DoF-APSL will also take into consideration such institutional concerns as long-range projections of curricular, faculty, and student needs, and financial resources available. Should this review result in a negative or neutral evaluation (i.e., the quality of performance is judged fair or merely adequate) or should other institutional considerations take precedence, the individual’s employment with the College will be terminated in that year. (See also J.2. below.) A positive evaluation means that normally the individual will proceed to the sixth year, at which time they will undergo regular tenure evaluation as stated in the Faculty Handbook. Such progress does not constitute any putative claim toward or guarantee of the award of tenure.

The faculty member under review has the right to ask persons outside their program or School to provide evaluation, in writing, on one or more of the evaluation criteria used in reappointment/promotion/tenure decisions. These evaluations must be forwarded to the Dean by December 1 of each year with copies to the DoF-APSL.

Teaching evaluations by students must be provided and completed every semester. These evaluations and other outcome measures will be used by the Dean in making their written evaluation. If tenure is granted, the faculty member must be evaluated at least one semester each academic year but may request additional student evaluations. These evaluations and other outcome measures will be used by the individual to enhance teaching

effectiveness and in promotion decision. Schools are expected to establish processes for peer review of teaching that have been reviewed by the Professional Development Committee (PDC) and approved by the DoF-APSL.

In the case of the reappointment, promotion and/or tenure of a Dean, the Provost-VPAA shall assume the responsibility for evaluation. Faculty members on full-time term appointments will be evaluated in the same manner as probationary faculty members, if they are considered for reappointment beyond the stated term.

2) Non-reappointment of a Probationary Faculty Member

If a faculty member on probationary appointment during their fourth or fifth year of service at the College is denied reappointment, the Professional Standards Committee (PSC), on request of the faculty member, shall review the decision of non-reappointment. The DoF-APSL shall inform the faculty member of their right to review by the PSC. The PSC, after receipt of the faculty member's request for review, must within ten working days decide whether or not to review the case. If upon substantive review of the case, the PSC does not concur with the DoF-APSL's decision, it shall submit its recommendation as an independent evaluation to the President within ten working days. The DoF-APSL shall submit their recommendation and that of the Dean to the President who will review the respective recommendation. The President's decision shall be final.

3) Promotion

In order to be granted promotion and/or tenure, the candidate must demonstrate at least "adequate" performance in the areas of service and scholarly & professional activity and at least "high quality" performance in the area of teaching and advising. Failure to demonstrate these specified levels of performance in any of these three areas will result in a negative decision. Additionally, the candidate must demonstrate an average of "high quality" performance across the two areas of professional development and service to the College. The scale of evaluation will differentiate among "outstanding," "high quality," "adequate," and "not demonstrated" levels of performance (See Criteria for Tenure and Promotion in this section for guidelines). The candidate must also meet eligibility requirements for promotion to the appropriate rank.

Eligibility: In cases where a faculty member has three or more years of full-time teaching at one or more colleges or universities at the rank of instructor or higher, it shall be agreed in writing with the President of the College at the time of the initial contract, how many of these years, if any, will apply toward the years of service requirement. Normally, no more than three years may be applied. (For tenure evaluation under this exception, see General Policies Regarding tenure in this section.)

- a) Instructor: A master's degree and, ordinarily, course work toward the doctorate.

- b) Assistant Professor: Normally an earned doctorate.
- c) Associate Professor: Normally an earned doctorate plus six years of full-time teaching, at least three years of which are at the rank of assistant professor at Elizabethtown College.
- d) Professor: Normally an earned doctorate plus six years of full-time teaching at Elizabethtown College at the rank of associate professor.

Salary Adjustment on Promotion: Faculty who are granted a promotion in rank will receive either a 5% salary increase, or their salary will be adjusted up to the minimum salary for the new rank plus the sum of any merit awards granted since their last promotion. The added value of their merit awards will be limited to \$5,000 and will only include merit awards granted since 2003. The larger of the two possible salary increases will be used but not both. In no case will a faculty member's salary be reduced on promotion.^{viii}

4) Tenure

In harmony with the general statement on "Academic Freedom" in teaching and research as set forth by the American Association of University Professors, and as stated above, Elizabethtown College has adopted a policy for granting tenure to members of the college faculty. Tenure, as applied to holding a college position, means the attainment of a mutual agreement in writing between the College and the faculty member for a continuing relationship, by which their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial emergency or reduction of the College Program.

Limitations: The Board of Trustees of Elizabethtown College has determined that the percentage of actual tenured faculty members may not exceed 80% of the full-time teaching faculty.^{ix}

Eligibility: It is assumed that, in the majority of cases, initial appointment to Elizabethtown College will be at the level of lecturer or assistant professor. In such cases, the probationary period will be six years of full-time teaching, of which at least three years must be at Elizabethtown College. For those whose initial appointment is at the associate professor or professor level, the probationary period will be three years of full-time teaching at Elizabethtown College. Tenure will not ordinarily be granted to individuals who have not received the earned doctorate. It is understood, however, that there may be exceptions to this general rule such as (1) the earned doctorate is not the terminal degree in a candidate's discipline; (2) a candidate has demonstrated exceptional academic ability or scholarship in the field; (3) a candidate possesses specialized skills vital to the academic program of the College.

In such cases as described above under the three exceptions for "Eligibility," it shall be the responsibility of the potential candidate to supply full

documentation for the exception under which they wish to apply to their Dean by April 1 of the year *before* tenure shall be considered. It will be the Dean's obligation to deliver all such documentation in support of the exception to the DoF-APSL by April 15. Final determination about tenurability based on the exception will then be made by the Professional Standards Committee, sitting together with the DoF-APSL, by May 1. The potential candidate's tenurability based upon the exception must be approved before formal procedures for tenure candidacy as outlined in this section can proceed.

Should an individual in probationary status be approved for tenure through the process described above at a point when the 80% limit of actual tenured faculty has been reached, that individual shall receive the first available tenure slot.^x

Promotion with Granting of Tenure: Normally, when a faculty member with a terminal degree (usually a doctorate) and the rank of assistant professor is granted tenure, the faculty member should be promoted to the rank of associate professor.

5) Promotion and Tenure Procedures

By September 1 or the next college working day of each year the Dean of each School shall submit to the DoF-APSL written nominations for candidacy for promotion and/or tenure of those faculty members of their School who are eligible and consent to the nomination. A faculty member shall also have the right to nominate themselves to the Dean or to the DoF-APSL. All nominations must document the nominee's fulfillment of the eligibility requirements (see above) and should indicate who will serve as the Review Chair for the candidate.

The Review Chair is normally the Dean, but candidates, in consultation with the DoF-APSL, may ask another tenured faculty member to serve as Review Chair. When a Dean is being considered for promotion and/or tenure, the DoF-APSL, in consultation with the candidate, may appoint a tenured faculty member to serve as Review Chair. It is strongly advised that faculty members choose a Review Chair with whom they have a good working relationship and who is supportive of their candidacy. In addition to providing a summative evaluation of the candidate, Review Chairs will provide formative support to the candidates as they prepare dossiers.

By October 1 or the next college working day the DoF-APSL shall also notify in writing the dean of each school which of its members are candidates for promotion and/or tenure. No individual should interpret this nomination or candidacy as inevitable approval of their application for promotion and/or tenure. It will be the responsibility of the candidate for promotion to the rank of Professor and the Review Chair to develop and submit by November 1 or the next college working day all documented evidence qualifying the candidate for promotion. It will be the responsibility of the candidate for promotion to Associate Professor and/or tenure and the Review Chair to

develop and submit by the first administrative working day following January 1 all documented evidence qualifying the candidate for promotion and/or tenure. As part of the supporting evidence faculty members from the candidate's program or school shall be requested to evaluate them for promotion and/or tenure in accordance with the criteria for the appropriate rank and/or tenure and shall submit this written recommendation to the Review Chair, who shall add their independent evaluation and recommendation, and submit all documents and supporting materials.

Submission of materials will occur as follows.

- a) Until the submission deadline, the candidate and the Review Chair will have the ability to submit dossier material. After the deadline, the members of PSC, DoF-APSL, Provost-VPAA, Assistant to the DoF-APSL, and the President will be able to access submitted material.
- b) The candidate will submit items (1) through (4) of the required dossier components (see description of the dossier below) electronically. It is the candidate's responsibility to be sure that all required materials can be readily located.
- c) Item (5) of the dossier, appendix material, may be submitted in physical form, electronically or in any combination of the two. Material in physical form should be submitted to the office of the DoF-APSL in the box(es) provided by that office. Electronic material may be submitted as files on thumb drive or CD in the box(es) provided by the DoF-APSL's office. A list of appendix materials with hyperlinks and/or URL information may be submitted electronically.
- d) The amount of electronic and physical form dossier material submitted should be no more than the amount of material that, in physical form, could fit into two of the boxes provided by the office of the DoF-APSL. PSC will not attempt to formally determine the amount of electronic material presented; candidates should use the two-box limit as a general guideline about the upper limit of what is acceptable to present.
- e) Dossier components submitted by the Review Chair will be submitted electronically. These include the Review Chair's evaluation, evaluations from the members of candidate's program or school, and letters from students, alumni, faculty and staff colleagues, and external evaluators. The review chair will submit an additional letter containing a contextual summary of the candidate's file. This material will not be accessible by the candidate. All evaluations and letters may be submitted to the Review Chair in electronic form via email.
- f) Technical guidelines regarding dossier submission, dossier site administration, and dossier review are described in the document "Tenure and Promotion Dossier Submission and Review Guidelines." These guidelines shall be distributed to all candidates when their eligibility is confirmed by the DoF-APSL. The technical guidelines shall

be kept up-to-date by the Professional Standards Committee in consultation with Personnel Council and the DoF-APSL. The technical guidelines shall remain aligned with the procedures and requirements outlined in the Faculty Handbook.

Professional Standards Committee shall have access to all of the written and documented material submitted in support of the candidate's application. The Committee shall evaluate these materials for each candidate and shall consult with the DoF-APSL on recommending the candidate for promotion and/or tenure. The Review Chair shall be available for consultation with the Committee in its deliberations. The candidate under review may be called by the Professional Standards Committee for a personal interview and/or may request such an interview. In the voting process, each PSC member will complete an individual evaluation of each candidate in the three areas of performance. This evaluation will be anonymously recorded by the member on a ballot together with a final tenure and/or promotion decision calculated according to the standards set forth in J.3 of this chapter. A majority of positive ballots are required to receive a positive recommendation.

The DoF-APSL helps interpret issues of compliance with established policies and procedures, serves as a resource person for the PSC, and provides institutional input to discussions that may be appropriate for helping interpret dossier materials under review. In the latter role, the DoF-APSL conducts an in-depth review of each candidate's dossier and provides an evaluation of the content in each category of assessment (teaching/advising, professional development, service). The DoF-APSL gives their assessment of each candidate following the voting members' discussion and prior to the vote on each case. The DoF-APSL witnesses the PSC Chair's tabulation of the ballots. The DoF-APSL reviews the recommendation letters to candidates drafted by the PSC and provides feedback prior to these being passed to the Provost-VPAA.

The Provost-VPAA does not normally sit on PSC deliberations unless requested by the committee for a particular case or issue. The Provost-VPAA will conduct their own independent review of the candidate's materials and make their own recommendation for tenure and/or promotion. After PSC has reached its decision and drafted letters for each candidate, the PSC chair will meet with the DoF-APSL and provide draft copies of PSC letters on each candidate. After the Provost-VPAA has concluded their review and written a letter for each candidate, they will meet with PSC and share the letter of recommendation. In cases where the PSC and the Provost-VPAA's recommendation disagree, the Provost-VPAA and PSC will discuss the reasons for the different recommendations. Final recommendation letters will then be drafted. The DoF-APSL will meet individually with each candidate for promotion to the rank of Professor by December 15, and with each candidate for tenure and/or promotion to the rank of Associate Professor by February 15 to present both the PSC recommendation letter and the Provost-VPAA's recommendation letter. The letter(s) will provide the specific reason(s) in the case of a negative decision. All letters will provide substantive feedback in the

areas of teaching and advising, scholarly and professional activity, and service.

The DoF-APSL shall submit the Provost-VPAA's recommendation and that of the Professional Standards Committee to the President following the period allowed for appeal (10 working days). If appealed the DoF-APSL shall wait until the appeal has run its course before submitting the recommendation letters to the President.

Appeal of Committee Recommendation: Where the candidate is not recommended for promotion and/or tenure by the Professional Standards Committee, the DoF-APSL shall outline the reasons for such action based upon the written report of the Professional Standards Committee. A candidate may appeal the recommendation of the Professional Standards Committee on their own promotion/tenure only on procedural grounds demonstrating the Professional Standards Committee violated established procedures and/or acted prejudicially, capriciously, or inconsistently in the application of the guidelines and criteria for promotion/tenure.

The candidate for promotion/tenure wishing to appeal the action of Professional Standards Committee must submit their written statement to the Chairperson of the Judicial Council within ten working days of notification by the DoF-APSL. In the case of Professional Standards Committee action taken during the fall semester, the candidate for promotion may have until the first day of spring semester classes to submit the written appeal.

The Judicial Council acting as the Appeals Board must review the case and reach its finding within 15 calendar days of receiving the appeal. In the case of an appeal of Professional Standards Committee action taken during the fall semester, the Judicial Council acting as the Appeals Board shall have until 15 calendar days after the first day of spring semester classes to review the case and reach its finding. The Judicial Council acting as the Appeals Board shall have available the full information available to the DoF-APSL and the Professional Standards Committee regarding the candidate for promotion/tenure who has been reviewed. The Judicial Council acting as the Appeals Board shall exclude substantive considerations and evidence from its deliberations. It shall render its finding to the DoF-APSL. A majority of the Judicial Council, acting as an Appeals Board, shall be required to sustain the appeal.

In cases where the appeal is sustained, the Judicial Council, acting as the Appeals Board shall inform the Professional Standards Committee of the reasons for sustaining the appeal and report its findings to the DoF-APSL. The PSC will respond in writing to the report of the Judicial Council and submit their recommendation to the DoF-APSL.

The designee of the President and/or any members of the Professional Standards Committee shall not serve on the Judicial Council when acting as the Appeals Board. If the Judicial Council, acting as the Appeals Board, denies

the appeal of the candidate for promotion/tenure, the finding shall be reported to the candidate and the DoF-APSL.

The DoF-APSL shall submit the Provost-VPAA's recommendation together with the recommendations of the Review Chair, Professional Standards Committee and the Judicial Council to the President. Should, however, the recommendation of the Provost-VPAA disagree with that of the Professional Standards Committee and/or the Judicial Council, the Provost-VPAA will meet with the Professional Standards Committee and/or the Judicial Council prior to their report being submitting to the President and will explain the reason(s) for the contrary recommendation. After receiving from the Provost-VPAA the reasons for the two different recommendations in writing, the President will meet with the Provost-VPAA and the Professional Standards Committee and/or the Judicial Council before making the final decision on whether or not to grant promotion/tenure. The President's decision shall not be subject to appeal.

6) Documentation and the Dossier

The tenure and promotion process at Elizabethtown College is guided by a single principle: the eligible candidate bears the responsibility for the content and accuracy of their dossier. Since the burden of proof is on the candidate to demonstrate a high-quality performance, they must carefully select and organize evidence that is appropriate and sufficient. While each School is obligated to establish and implement school and/or program Standard Performance Expectations (SPE) with respect to Teaching and Advising, Scholarly and Professional Activity, and Service, simply meeting the SPEs does not warrant tenure or promotion. In addition to clearly demonstrating that the candidate meets School (or program) SPEs, each dossier must provide a clear and detailed explanation of their teaching and advising, scholarly and professional activities, and service. In addition, they must work with the review chair to coordinate certain aspects of the documents submitted. The documentation of one's case is presented in the form of a dossier and is the primary source of evidence, which Professional Standards Committee (PSC) considers for either promotion and/or tenure.

Effective July 1, 2014, the candidate and review chair will submit the required materials in primarily electronic form, following the guidelines in sections 5 and 6.

All candidates are required to include the items listed below and to sign a declaration of informed consent regarding the contents of the dossier. It should be noted, however, that inclusion of the following material does not constitute any guarantee of the award of tenure and/or promotion.

1) Introductory Documents

- a) A signed declaration of informed consent:
 "I am aware of the contents of this dossier, excluding the confidential letters provided through the Review Chair." Signature Date

- b) Table of contents for dossier and supporting documentation.
- c) A curriculum vitae which should include areas of teaching competence, accomplishments in research, publication, production, and/or performance, and a record of service to the college, the community, and the profession.
- d) A current letter from the DoF-APSL qualifying the candidate for consideration for tenure/promotion.
- e) For those candidates under review for tenure, the candidates' tenurability (usually the 4th year) review letter. For those candidates under review for promotion to Full Professor, documentation of their current status, the letter confirming the awarding of tenure, and the PSC and DoF-APSL letters of recommendation for tenure.

2) Teaching and Advising

Elizabethtown College recognizes that excellence in teaching, which includes the faculty role of advising, is the most important attribute of a faculty member. Therefore, faculty members have a dual commitment to both their own academic field of expertise and to the field of pedagogy. Excellent teachers have a willingness to learn as this research develops and a clear understanding of the learning process, just as they remain abreast of their own content field. Teaching has as its goal the creation of an exciting and challenging learning environment, where students are motivated to perform to their abilities. The course content is substantive, rigorous, current and appropriate to the level of the students. Methods of student evaluation are appropriate for the course content, level of the students and current research in pedagogy. The teacher's communication skills are well developed.

It is the candidate's responsibility to provide conclusive evidence of effective performance in the areas of teaching and advising. It is the expectation that the faculty member who has developed and sustained such excellence exhibits a number of the characteristics associated with effective teaching is listed below:

- Syllabi are well organized, providing students with a clear description of course expectations in a manner they can easily understand and follow. The requirements included in the syllabi are clearly stated and when revisions are necessary, students are apprised.
- Challenging content is selected for study and investigation; meaningful content is designed to encourage integration of previous and current knowledge.
- Value laden issues, when considered, are openly discussed in an environment where the candidate is open to the differing views of others.

- Class presentations are well organized and delivered in an enthusiastic manner that encourages student involvement.
 - Class activities are effectively designed and managed, encouraging students to be actively involved in constructing their own meaning as they analyze, synthesize, and evaluate course content.
 - Assessment techniques are thoughtfully developed, clearly defined, and applied fairly and consistently.
 - An office hour schedule is set and regularly maintained, allowing students the opportunity to interact with the candidate.
 - All the assigned students are competently advised. Advising goes beyond the students' undergraduate academic program and schedules to include nurturing relationships which help students develop clear long-term educational and career goals as well as manage the stress of college life.
- a) Required items in the dossier to support section 2) Teaching and Advising. It is the candidate's responsibility to provide conclusive evidence of effective performance in the areas of teaching and advising. This is done through the inclusion of the items listed below:
- i. A statement of self-evaluation that includes, but is not limited to the following:
 - a. a cogent philosophy of teaching based on literature and theories in the discipline
 - b. a statement on advising philosophy and how advising is assessed
 - c. a self-evaluation of strengths and weaknesses
 - d. a discussion of teaching and advising effectiveness (short and long term)
 - e. a discussion of instructional strategies and their implementation, including how outcomes inform teaching (provide examples)
 - f. a discussion of design and delivery of courses
 - g. a discussion of course instruments used for evaluating student performance and linked to course outcomes
 - h. a discussion of contributions to curriculum design and development for the academic program, school, and/or core curriculum

- i. a discussion of appropriate implementation of information technology
 - j. a summary and discussion of qualitative and quantitative student evaluations from the entire period under review.
 - 1. all summary reports or similar professor summary sheets for each semester must be included. (Course summary results are uploaded by the Office of the DoF-APSL.)
 - 2. additionally, they can also submit individual student evaluations in their entirety if they would like. (Materials are supplied by the candidate.)
 - k. Materials to support the above teaching and advising statements may be included in the appendix.
 - ii. A list of courses per semester, including enrollment, taught since hiring.
 - iii. Letters from a minimum of five current students evaluating teaching and/or advising effectiveness. The students selected should reflect a spectrum, which include majors, non-majors, and several class years. These letters are to be solicited by the Review Chair in consultation with the candidate. The letters are sent directly to the Review Chair and are then submitted with other review materials.
 - iv. Letters from a minimum of five college alumni evaluating teaching effectiveness and covering a broad spectrum of students (majors, non-majors). These letters are to be solicited by the Review Chair in consultation with the Candidate. The letters are sent directly to the Review Chair and are then submitted with other review materials.
- b) Evaluation of Teaching and Advising. PSC evaluates the candidate's evidence of effective teaching, as described in the previous section, (2) (a), based upon the following:
- i. The candidate meets the standards of performance of effective teaching and professional integrity set by the candidate's School and the College as evidenced by peer evaluations, standardized student evaluations, letters of support, course syllabi and other materials.
 - ii. There is coherence between the candidate's statement of teaching and both the School's and College's mission statements.

- iii. The statement of teaching philosophy is consistent with the evidence related to teaching presented by and for the candidate. The evidence must be supported by peer and student evaluations and aspects of the candidate's professional development plan.
- iv. There is clear evidence of positive development in teaching during the candidate's probationary period.
- v. There is clear evidence of positive contributions in the areas of teaching, advising, and curriculum development to the academic program, school, and/or the Core consistent with the expectations for the rank of the initial appointment.
- vi. There is clear evidence as to the candidate's willingness to accept and cooperate in School and/or College assignments with the indication that this will continue into the future.
- vii. There is clear evidence that the candidate will continue to grow professionally in teaching and advising. Support for the evidence could be partially provided as a part of the candidate's professional development plan.
- viii. There is clear evidence provided by students and the dean that the candidate is a successful academic advisor.

3) Scholarly and Professional Activity

The PSC recognizes and supports the multiple dimensions of scholarship characterized by what Boyer, in Scholarship Reconsidered (1990), calls the scholarship of discovery, the scholarship of integration, the scholarship of application/engagement, and the scholarship of teaching. The candidate should develop scholarly or creative projects, which can be evaluated by knowledgeable critics both within and outside the College. The candidate is expected to contribute to the intellectual life and exchange of ideas among the faculty and students of the College community in ways that go beyond the classroom.

a) Required items for inclusion in the Dossier to support section 3) Scholarly and Professional Activity

- i. A self-statement about professional and scholarly accomplishments, keeping in mind Boyer's multiple dimensions of scholarship. The statement should include: an in-depth analysis of past, present and ongoing, professional and/or creative endeavors; and a description of the context that will help interpret the candidate's professional development in one or more of the following areas:

- a. Publications
- b. Computer-related or electronically published work
- c. Creative work, including but not limited to, exhibits, recitals, and performances
- d. Clinical/applied work
- e. Grant proposals submitted (and status)
- f. Membership and/or leadership positions in professional organizations
- g. Papers presented at professional meetings
- h. Participation in and/or leadership in workshops, conferences or seminars
- i. Other material which candidate deems relevant to the substantiation of their case
- j. Materials to support the scholarly and professional activity statement may be included in the appendix. Supporting materials might include:
 - 1. copies of publications, conference papers, book reviews, grant proposals, etc.
 - 2. files documenting visual work, music, or performance
 - 3. files documenting impact of clinical/applied work
 - 4. letters of support from students and colleagues within and outside the institution, in addition to those required
- ii. The most recent professional development plan (following guidelines established by the DoF-APSL).
- iii. Letters from a minimum of three professionals outside Elizabethtown College shall be included that evaluate the candidate's professional accomplishments. The candidate and Review Chair collaborate on the selection of evaluators, with the Review Chair sending the letters requesting evaluation of a specific body of work. The letters are sent directly to the Review Chair, along with a CV of the evaluator, and are then submitted electronically with other review materials.

External letters will provide an evaluation of the quality and impact of publications, presentations, exhibits, clinical/applied work and/or performances. Additionally, letters should provide an evaluation of the venues in which the scholarship and/or artistic work has been disseminated. Letters from officers or members of professional organizations evaluating the candidate's professional contributions and letters evaluating other activities the candidate deems appropriate may also be provided.

b) Evaluation of Scholarly and Professional Activity. The criteria used to evaluate the candidate's scholarly and professional activities for tenure include:

- i. Scholarly and Professional Activity. The candidate's record of achievement in scholarly research, applied work, or creative production demonstrates promise of comparable academic performance and professional growth in the future. This may include, but is not limited to the following (not listed hierarchically):
 - a. Arts and Performance. Art and performance activities may include invitations to perform or show at juried local, state, regional or national exhibits or creative performances. The quality and selectivity of the venue will be considered.
 - b. Applied Work. The candidate is able to provide letters of recommendation/evaluation/support from partners in a project or supervisor(s) in the clinical or applied setting and/or patient satisfaction surveys.
 - c. Engagement of undergraduate students in meaningful research and scholarship.
 - d. Externally funded grants. The review and funding of grant proposals constitutes a form of peer-review that demonstrates the quality of a scholar's work. Unfunded grant proposals will be considered on their merit.
 - e. Refereed or editorially reviewed publications. Publications may include scholarly articles; book chapters; and books including textbooks; published peer-reviewed conference proceedings; or creative works such as plays, poetry, musical compositions, and audio-visual presentations. The articles should be published in international, national, regional, or state refereed or editorially reviewed journals. The quality of the publishing house will be considered, as will be the quality of the journal or periodical. Other publications and/or creative endeavors such as book reviews, encyclopedia articles, and biographical essays will be considered on their merit.

- f. Presentations at professional conferences. Presentations may include papers or posters at local, state, regional, national, or international scholarly conferences. The quality and selectivity of the conference setting will be considered.

It is not appropriate to the spirit of these guidelines to specify an absolute number of any of the above categories for tenure and promotion decisions.

- ii. Professional Development. The candidate has continued to stay current in areas of expertise through attendance at conferences, workshops, and/or seminars. The candidate must provide evidence of continued scholarly, creative, and professional development. This may be shown, in part, through the professional development plan.

4) Service

All faculty have a responsibility to be actively engaged in the affairs of the College. Candidates are expected to participate in a cooperative way in the day-to-day activities of the school, to attend school and program meetings and be supportive of the academic and professional activities related to the program. The candidate is expected to demonstrate a growing willingness to contribute to the governance and life of the college. The candidate must provide clear evidence of increased participation in school, college committee and community activities. The numbered items listed below must be included in the dossier:

- a) Required items for inclusion in the dossier to support section 4) Service. The criteria used to evaluate the candidate's service activities for tenure include:
 - i. A self-statement about service which includes:
 - a. a rationale for involvement on particular committees, for specific work within one's school, and/or in professional organizations, or professional service to the community
 - b. a detailed description of duties performed
 - c. an analysis of the quality of contributions
 - d. a discussion of future service plans
 - ii. Time line of service activities at the College with dates and any office held.
 - iii. Documentation and evaluation of a candidate's professional contributions to the outside community.

- iv. Letters that evaluate the candidate's qualitative and quantitative contributions on committees and with other service work. Candidates will request letters of peers, and when appropriate, students, past or present. The letters are sent directly to the Review Chair and are then submitted with other review materials. (Students are included to document the faculty person's involvement in service learning, clubs/organization advising, etc.)
- b) Evaluation of Service. The criteria used to evaluate the candidate's service include:
 - i. The candidate demonstrates clear evidence of contributions of their leadership, talents, and expertise to the needs of their school. Examples of such contributions include, but are not limited to:
 - a. curriculum development
 - b. recruitment
 - c. other routine activities of their school
 - ii. The candidate demonstrates clear evidence of increased contributions, of their leadership, talents, and expertise to the needs of the College. Examples of such contributions include, but are not limited to:
 - a. service on campus councils, committees and/or task forces
 - b. participation in other College events
 - iii. The candidate is also encouraged to contribute their professional leadership, talents and expertise to the community outside the College.

5) Appendix

Materials, which the candidate deems relevant to the substantiation of their case, may be referenced in the appendix. Such materials include, but are not limited to:

- a) student evaluation forms
- b) copies of publications, conference papers, book reviews, grant proposals, etc.
- c) CDs or thumb drives with files documenting visual work, music, or performance

- d) links/URL information providing access to online visual artwork or to audio or video files
- e) additional letters of support from students and colleagues within and outside the institution
- f) teaching materials: syllabi, exams, copies of student work, etc.
- g) annual review letters by peers

7) Criteria for Tenure and Promotion

a) Academic Promotion to the rank of Professor

The candidate seeking promotion to the rank of Professor must assemble a dossier following the same guidelines presented for the candidate seeking tenure. To be promoted to the rank of Professor, the candidate shall have demonstrated a deep and on-going commitment to teaching and advising, to scholarly and professional activity, and to service. The dossier must reflect activities undertaken or completed since the previous promotion.

Specifically, this candidate shall have:

- a) Demonstrated a highly successful level of teaching that, in addition to meeting the expectations described in (2)(b) above, shows ongoing development in the discipline and pedagogy through adaptations in course design and engaged instructional practice. Furthermore, candidates should provide evidence that they have contributed their talents, leadership, and expertise as a model to junior faculty through mentorship, collaborative teaching and/or scholarship, reciprocal involvement in the peer review of teaching, or other means.
- b) Progressed with scholarly and professional activities, presentations, published research, outside professionally peer reviewed creative productions, and/or clinical or applied work to the point of recognized accomplishments in their field. In addition, the candidate shall have a well-formulated scholarly agenda/program of research, creative production, and/or clinical or applied work with both short- and long-term objectives. These may include but are not limited to those listed in (3) (b).
- c) Accepted responsibility as a member of the academic community by contributing their talents, leadership and expertise to the needs of the school, College, community and profession. It is expected that the candidate will demonstrate significant contributions in service since their last promotion [See (4)(b) above].

A tenured Associate Professor may request an in-depth review of their performance and progress toward achieving the rank of Professor by the DoF-APSL and the Dean of their School (or senior professor jointly selected

by the potential candidate and DoF-APSL if the potential candidate is a dean) two years before eligibility for promotion and/or any year thereafter. Requesting an in-depth review does not commit the Associate Professor to submitting an application for promotion to Professor at a certain time. The tenured Associate Professor should inform the DoF-APSL of their request for an in-depth review by no later than January 15 in the semester the review is to take place and submit materials to the DoF-APSL providing evidence of performance in teaching and advising, professional development, and service since the last promotion by no later than February 15 or the next college working day. The DoF-APSL and Dean (or designated senior professor, as discussed above) shall provide the faculty member with a written assessment of their performance and progress toward achieving the rank of Professor by no later than April 1 or the next college working day. A positive assessment does not constitute any putative claim toward or guarantee of the award of promotion to the rank of Professor; similarly, a negative assessment does not constitute a basis for action by the President, Provost-VPAA, DoF-APSL or Dean with regard to compensation or contractual matters. The tenured Associate Professor is not required to submit the written assessment in their dossier if and when they apply for promotion to the rank of Professor.

b) Academic Promotion to the Rank of Associate Professor

The candidate seeking promotion to the rank of Associate Professor must assemble a dossier following the same guidelines presented for the candidate seeking tenure. Typically, the granting of tenure and promotion to the rank of Associate Professor occurs concurrently. It is the responsibility of the candidate to demonstrate substantial professional achievement.

Specifically, this candidate shall have:

- a) Established a record of successful high-quality teaching and advising based upon continued development [see (2)(b)].
- b) A record of scholarly research, applied work, and/or creative activity [see (3) (b)].
- c) A record of active participation in service [see (4) (b)] which is appropriate and commensurate with their teaching and professional activities.

8) General Policies Regarding Tenure

Only faculty members who possess outstanding qualifications (a doctoral degree or the highest degree appropriate to the discipline) may be placed in probationary tenure status at the point of hiring.^{xi}

In the initial contract of a new faculty member, the faculty member may, on the recommendation of the DoF-APSL, be granted up to three years toward tenure based upon previous experience. In such cases, the candidate may include in their dossier documented evidence of achievement for the

immediate five-and-a-half-year period before tenure evaluation takes place, including accomplishments which occurred during years prior to their employment at Elizabethtown College.

Faculty members hired who might be engaged in studies leading to an advanced degree will be placed in non-tenure term status initially, with consideration for probationary tenure-track status based upon securing the doctoral degree within a specified number of years, not to exceed four years.^{xii}

Normally an individual will not be granted years toward tenure when transferred from nontenure term status to tenure-track status. The DoF-APSL may seek approval from the Provost-VPAA to grant up to but not more than three years toward tenure.^{xiii}

All faculty members on tenure track not holding tenure are on probationary appointments. A series of reappointments leading toward tenure review do not constitute a putative claim for the award of tenure.

During the probationary period, each program or school member will be asked, and the Dean shall be required, to evaluate the probationary faculty member in writing every year until the tenure review. The criteria and standards applicable in the tenure/promotion review shall provide the basis for the annual evaluation. The evaluations shall be shared in writing with the faculty member by the Dean, and with the DoF-APSL who will provide the faculty member with their evaluation in writing.

During the first and second year of the probationary period, the DoF-APSL shall notify a faculty member in writing by February 1 whether they will be reappointed for the coming academic year.

During the third, fourth, and fifth years of the probationary period the Provost-VPAA shall notify a faculty member in writing by December 15 of that year whether they will be reappointed for the coming academic year.

The procedures specified under "Promotion and Tenure Procedures" shall be applied in the consideration of faculty for tenure appointment. Tenure shall be attained as a result of positive action by the College and notification of that action to the faculty member in writing from the President subsequent to the approval by the Board of Trustees.

Tenure review is an essential part of peer review and shall be conducted by the respective school and the Professional Standards Committee. It must come during the candidate's sixth year of full-time teaching or as otherwise specified under the length of service criteria. Administrative duties within an academic school or program are considered to fall within the definition of "full-time teaching."

Following tenure review in the specific year, a faculty member shall be notified that tenure has been granted, or that tenure has not been granted and that the next year is the terminal year of employment at the College.

9) Termination of Tenure Appointments

Faculty members on tenure appointment may be terminated for reasons of professional incompetence, moral turpitude, in case of financial emergency, or due to programmatic reduction.

If charges of professional incompetence or moral turpitude are preferred against a faculty member, that faculty member has the right to a hearing as outlined in the Procedures for the Release of Unsatisfactory Faculty Members.

When reduction in staff must be made, personnel to be retained will be determined on the bases of professional qualifications as they relate to school or program needs first, then tenure, then length of service to the College, and finally academic rank. School or program need will be determined by the Dean and the Provost-VPAA.

Where the College has reason to believe a faculty member is suffering from a severe emotional and/or physical disorder which interferes with their academic performance, the College will have the right to request medical evaluation.

A faculty member certified by a committee of three appropriate medical specialists to be suffering from an emotional and/or physical disorder which interferes with their academic performance, shall be immediately relieved of their duties until such time as they are certified to be able to resume normal duties. Such leave shall be considered sick leave.

When tenured faculty members are released (not suspended) for any cause other than moral turpitude, salary shall be continued for the remainder of the academic year, but in no instance for less than six months.

When tenured faculty members are released for moral turpitude, the President of the College shall determine what payments, if any, will be made beyond the effective date of dismissal.

In conformance with federal and state law, the normal retirement age of tenured faculty members at Elizabethtown College is 65. See the Human Resources Office for retirement details. Continued employment at Elizabethtown College of a person retired from the College should not be expected but may be agreed to on a year-by-year basis.^{xiv}

Faculty members not planning to return to the College must give timely notice in writing to the DoF-APSL. Such notice should be received no later than May 15 if the resignation is effective for the following fall or November 15 if the resignation is to be effective for the spring semester.

II. Release and Retrenchment

A. Release of Faculty Members Charged with Unsatisfactory Performance or Unprofessional Conduct

1) Procedures for Release of Non-Tenured Faculty

Part-time faculty and faculty members on term appointments are to be dealt with directly by the President or designee, in a way they think best.

Probationary faculty members fall under the procedure for reappointment or non-reappointment in Chapter 2, I, J above.

2) Procedures for Release of Tenured Faculty

Tenured faculty members enjoy continuing employment until separation due to resignation or retirement or until financial emergency or reduction of programs necessitate reduction in staff, or until discharged for professional incompetence or moral turpitude.

When a charge of professional incompetence or moral turpitude is brought against a tenured faculty member, the following procedure shall be used to determine any need for sanctions, including their release. (They shall be referred to hereafter as "member".)

When charges are brought against a faculty member that they are not satisfactorily meeting their academic/professional and/or ethical/personal obligations to Elizabethtown College, the Provost-VPAA together with the DoF-APSL and Dean, and any other person they deem of value, shall meet with the member and attempt a resolution, if possible, and make a preliminary determination whether there is sufficient cause to proceed with a formal investigation.

If a formal investigation is to proceed, the Provost-VPAA shall do the following: (1) inform the member in writing of the charges brought against them; (2) request that Personnel Council, acting as a Review Board, conduct an investigation of the charges and render a determination/finding of whether there is prima facie evidence that warrants the referral of the case to the Judicial Council acting as a faculty committee on release; Personnel Council must report its finding/determination to the President within two weeks after receipt of the Provost-VPAA's request.

The President shall inform the member of Personnel Council Review Board's finding/determination in writing, indicating whether or not they are referring the case for action to the Judicial Council. Following this notification of the member, the President shall request that Judicial Council acting as the faculty committee on release begin proceedings.

Within two weeks after receipt of the written request from the President, Judicial Council shall set a suitable time and place for a formal hearing. Members of Judicial Council shall be given no less than two weeks' notice of the date, time and place of the hearing, as shall the President and Provost-VPAA. The two-week period may be extended by mutual consent of the parties (Judicial Council, member, Provost-VPAA and President). The member, by written request, may halt the Committee's proceedings at any time on the grounds that they have resigned from the College or that they prefer and consent to an administrative disposition of the case by the President whose decision shall be final and without further appeal. The hearing shall be held by the Judicial Council at the stipulated date, time, and place. The hearing shall be open to the member's peers, unless the member requests or consents to a closed session(s).

The member shall have the following rights:

- a) They may have an adviser of their own choosing.
- b) They may have witnesses appear in their behalf.
- c) They shall be confronted with the evidence concerning the charges against them. Judicial Council will have the right to set the rules on evidence appropriate to the case, but hearsay evidence and testimony not in deposition will be regarded as inadmissible.
- d) A stenographic record or recording shall be made of the entire hearing. This shall be held by Judicial Council and be available only to Judicial Council, the President of the College and the member.

The sequence for the hearing shall be as follows:

- a) The Provost-VPAA or their designated designee is to organize and present the evidence in the way they deem best including, if desired, the calling of witnesses.
- b) Following this presentation, the member shall have time to defend their position.
- c) Judicial Council may then inquire into the matter in the way the members think best.
- d) Time shall then be allowed for the Provost-VPAA or their designee to make a summation.
- e) The hearing shall conclude with a summation by the member or their designee.
- f) Judicial Council may limit time for any part of this inquiry as it sees fit.

- g) Judicial Council shall then meet in closed session for discussion, if desired, and vote on the question of whether or not to uphold the charges as a whole or singly and whether or not to recommend dismissal of the member. A majority vote is necessary for a decision; a tie vote constitutes upholding the charge.
- h) The recommendation of Judicial Council shall then be immediately forwarded in writing to the President. The vote count shall not be divulged, except to Judicial Council members and to the President. Also, the vote count shall not be recorded.
- i) Within three days after the President of the College receives the recommendation from Judicial Council they shall make the final decision and transmit this in writing to the member and Judicial Council which will notify the faculty of the decision of the President. The decision of the President shall be final. This shall conclude the matter.

B. Faculty Retrenchment

1) Consultation

The Elizabethtown College President together with deputies of their choosing shall meet and discuss with designees of Personnel Council or its designee regarding any changes, including those involving curricula and programs, which will lead to retrenchment and thereby affect wages, hours, and terms and conditions of employment. For these discussions, the President shall make available to Personnel Council information, statistics, or financial data related to any such proposed change.

2) Policies

The following policies shall guide in the case of faculty retrenchment:

- a) Upon appointment to tenure status, a faculty member shall have continuous employment until retirement age as set by college policy or until charges of professional incompetence, moral turpitude, or emotional and/or physical disorders are acknowledged or proven, or until financial emergency or program reduction make it necessary to eliminate a position.
- b) When reduction of staff must be made, the personnel to be retained will be determined on the bases of professional qualifications as they relate to school or collegial program need first, then tenure, then length of service to the College, and finally academic rank.
- c) A faculty member furloughed from Elizabethtown College shall, within their furlough period (a period of time equal to their length of service at the College, or three years from their date of retrenchment, whichever is the lesser) be given preference with respect to a faculty opening for which they apply if deemed qualified. In the event a faculty member is

recalled to their original position, they shall receive the same rank and salary (and tenure if appropriate) and benefits comparable to that which they would have received had they not been retrenched.

3. Procedures for Program Retrenchment

- a) If and when retrenchment is to occur, the President of Elizabethtown College shall, to the extent practicable, make plans to permit the process of natural attrition to effect the required reduction of faculty.
- b) When, in the opinion of the President of Elizabethtown College, retrenchment becomes necessary and it cannot be accomplished totally by natural attrition, Personnel Council and the affected faculty members shall be notified prior to the implementation, and retrenchment shall be made as circumstances require, provided that the following order shall be utilized to the extent feasible: first temporary, then full-time and finally regular full-time (i.e., tenured and tenure track).
- c) Retrenchment when possible and consistent with the above order shall be made in inverse order of length of service from the most recent date of employment at the College ("seniority").
- d) Before retrenching a faculty member, the President of Elizabethtown College shall make a reasonable effort to place them in a comparable position in Elizabethtown College or elsewhere.
- e) The faculty member(s) to be retrenched shall be given notice in accordance with these guidelines:
 - i. First-year faculty members - February 1, if the appointment expires at the end of that year; or if a one-year appointment terminates during the academic year, at least three months in advance of its termination.
 - ii. Second-year faculty members - February 1, if the appointment expires at the end of that year; or if an initial two-year appointment terminates during the academic year, at least six months in advance of termination.
 - iii. Faculty members beyond the second year to tenure - twelve months prior to retrenchment. A retrenched faculty member shall not be permitted to appeal that action as if it were a non-renewal but may appeal to Judicial Council on the grounds of a violation of proper retrenchment procedures. If a faculty member has been scheduled for a sabbatical leave, they shall not be deprived of their sabbatical leave because they are subject to being retrenched.

4. Procedures for Financial Emergency

- a) In any case in which the President has declared the institution to be in a state of financial emergency or program reduction, the following procedures shall be followed:
 - i. The Provost-VPAA shall determine the areas in which reductions should take place on the basis of the following criteria which are not stated in any order of priority:
 - a. The stated purposes, goals, objectives, and policies of the institution.
 - b. The students' served or other productivity of the area.
 - c. Comparability with other years and with similar programs in similar institutions.
 - ii. The Provost-VPAA will consult with the President regarding all decisions based on financial emergency or program reduction.
 - iii. These decisions will then be discussed with Personnel Council, the goal of these discussions being a recommendation to the President. In those cases, in which a personnel decision would phase out an academic program, the Provost-VPAA shall also consult with Academic Council.
 - iv. After these consultations, the Provost-VPAA shall make their final decision and recommend that course of action to the President.
 - v. The President will make the final decision.
- b) This presidential decision on school and/or program reductions shall become the basis from which the Provost-VPAA will work with appropriate Deans and Directors.
 - i. The Provost-VPAA and the Dean or Director shall mutually decide which position(s) is to be phased out.
 - ii. In those cases, in which the Provost-VPAA and the Dean or Director cannot agree, the decision of the Provost-VPAA shall stand.
 - iii. The Provost-VPAA shall recommend a specific individual(s) to the President for furlough.
 - iv. The President shall make the final decision and issue the letter of retrenchment.
- c) Appeals

- i. During the application of the policy described in the above, the faculty member shall be invited by the Provost-VPAA and the Dean or Director to give reasons why they should not be issued a letter of retrenchment.
- ii. If the faculty member is not satisfied by the results of their appearance before the Provost-VPAA, they have the right of written appeal to the President, within seven working days of notice of denial from the Provost-VPAA, outlining reasons why the action should not be taken by the Provost-VPAA. The President's decision is final.

d) Furlough

- i. A faculty member who is furloughed from Elizabethtown College shall be placed on a preferred rehiring list and shall retain all prior rights accrued up to the date they were placed on that list. They shall be retained on the preferred hiring list for a period of three years. No new faculty member will be hired to fill a vacancy at the College unless the vacancy is first offered in writing to all qualified faculty members on that list. The offer must stand for a period of thirty days. Should a faculty member reject in writing the offer of such a position or fail to respond in writing within the thirty-day period, their name shall be passed over, but their name shall remain on the preferred hiring list for the remainder of the three-year period.

e) Recall

- i. All recalled faculty shall retain all sick leave accumulations, credits for tenure and sabbatical leave, and shall be entitled to redeposit repurchased past service credits for retirement in accordance with TIAA-CREF regulations.
- ii. They shall not be considered a new employee for purposes of fringe benefits provided for faculty members.
- iii. A faculty member furloughed while on sabbatical leave shall not be liable to repay the "loan" referred to in the Benefits Section.

Chapter 3: Faculty Specific Financial Matters, Benefits, and Leaves

I. Compensation

The compensation policy of Elizabethtown College is performance based. Specifically, it differentiates between recognition of meeting standard performance expectations (SPE) for the college and one's school, and recognition of exceeding SPE through Merit Awards. Standard Professional Expectations are defined by each school and reviewed by the DoF-APSL and Personnel Council. Salary range is made available to the faculty by the Office of the Senior Vice President of Administration and Finance. Personnel Council represents the faculty in matters of compensation.

All full-time faculty members' compensation is paid over a 12-month period that runs from July 1 through June 30.

A. Failure to Meet Standard Professional Expectations (SPE)

If a faculty member is found not to have met the standard professional expectations, then the DoF-APSL has the responsibility of working through the Dean to offer suggestions and resources to the deficient faculty member in order that they can correct the problem. Anyone not meeting standard professional expectations for two consecutive years shall not be eligible for full salary increments for the following years until standard performance expectations are met.

Faculty members shall have the right to appeal the SPE decisions in writing to the Provost-VPAA within five (5) working days of receiving the decision. Should there be no satisfactory resolution of the appeal to the Provost-VPAA, the faculty member has five (5) working days from the point of receiving the Provost-VPAA's denial to submit a written appeal with reasons to Judicial Council, which shall provide the President with a recommendation within 14 days after receiving the written appeal. The decision of the President shall be final. Appeals to Judicial Council must be based only on procedural grounds demonstrating violation of established procedures and/or prejudicial, capricious, or inconsistent actions in the application of guidelines and criteria.

B. Current Faculty Salary Minimums by Rank

| | |
|---------------------|----------|
| Assistant Professor | \$57,583 |
| Associate Professor | \$73,402 |
| Professor | \$84,647 |

C. Overload/Adjunct Rates

| | | |
|---------|-----------------|---|
| Level 1 | \$ 900/credit | Master's degree with less than 6 years of teaching experience at Elizabethtown |
| Level 2 | \$ 1,000/credit | Doctoral degree (or appropriate terminal degree) OR Master's degree with 6 or more years of teaching experience at Elizabethtown |

D. Compensation for Supervision of Internships and Field Work Placements

Faculty members supervising for-credit internships, zero-credit internships recorded on student transcripts, and/or internships that satisfy the SLE requirement are compensated. Also compensated are faculty members who arrange for student participation in co-op experiences or who supervise fieldwork placements. Payments are made in December, May, and September for the Fall, Winter and Spring, and Summer terms, respectively. The following formula is applied:

$$\text{Compensation for Supervision of Internship/Field Work Experiences} = (\text{Number of Students Registered} \times \$100) + (\text{Total number of credits generated} \times \$25)$$

If the sum of the total number of students registered and one fourth the total credits generated in a given academic program is greater than forty in a given academic year (i.e., total compensation exceeds \$4,000 for a program), the Dean chooses between release time or compensation for its faculty members, in consultation with the DoF-APSL and the Provost-VPAA.

Programs for which the sum of the total number of students registered and one fourth the total credits generated annually exceeds seventy-five are allocated an appropriate mixture of release time, stipends, and/or administrative/instructional staff support either for internship supervision alone or as part of the duties of a program director. These arrangements are made by the Provost-VPAA, in consultation with the DoF-APSL.^{xv}

E. Compensation for Supervision of Research Experiences

Full-time faculty members receive \$100 per student credit hour for the research-intensive 490 course series, provided that the assignment is outside the faculty member's regular course load. Payments are made in December, May, and September for the Fall, Winter and Spring, and Summer terms, respectively.^{xvi}

F. Recognition Awards

Faculty, staff members, faculty teams and/or staff teams, can be nominated for a Recognition Award for significant contributions supporting the College's strategic initiatives or strengthening and improving the College's effectiveness as an institution. Awardees and individual members of a team receive \$500 and a Recognition Award Certificate. Recognition Award(s) are paid as a one-time payment in the first pay period of July and are not added to base salary.

G. Merit Awards

Faculty members whose performance in the areas of teaching, professional activities, and service meet standard professional expectations may nominate themselves for a Merit Award. One must have met SPE in all categories to be eligible to apply for a Merit Award. Providing evidence justifying a Merit Award is the responsibility of the individual; however, the Dean or the DoF-APSL may also nominate individual faculty members. In these cases, the Dean or DoF-APSL should provide an explanation for the nomination. Merit awards are added to the base pay of the individual. Each year the college will give a minimum of five Merit Awards in Teaching, five in Scholarship and Professional Activity, and five in Service.

Procedures

After Deans have completed the SPEs for each faculty member, the DoF-APSL will notify all eligible faculty members in writing that they may apply for a Merit Award (normally by April 15). Applications include a vita update or current vita, and a 500-word statement from the faculty member stating how they have exceeded SPE, its relation to the Professional Development Plan on file, and why this activity deserves a Merit Award. Applications are due to the DoF-APSL by May 1.

Applications for Merit Awards may cover work done in the immediately ending academic year and up to two years prior. Once a Merit Award has been granted, evidence used in support of that award may not be used to justify subsequent awards. However, other simultaneous work not used in support of an award may be used to justify exceptional performance awards in subsequent years.

Decisions will be made by a committee composed of the DoF-APSL, a member of PC and three other faculty members appointed by PC. These appointed faculty members will have previously earned Merit Awards (or EP from past years), may not be currently applying for Merit Awards, and should represent a distribution across Humanities, Fine and Performing Arts, and Social Sciences, Professional Programs, and Natural/Physical Sciences. Merit Awards will be made by June 1 and announced publicly in an appropriate forum such as Convocation and/or the Board of Trustees Meeting.

Appeals of Merit Award Decisions

Faculty members may appeal a Merit Award decision on substantive grounds to the Provost-VPAA in writing within five (5) working days of receiving the decision. The Provost-VPAA shall render a decision within 15 working days of receiving the appeal. All decisions of the Provost-VPAA on the basis of substance shall be final.

The faculty member may appeal to Judicial Council only on the basis of procedural grounds demonstrating violation of established procedures and/or prejudicial, capricious, or inconsistent actions in the application of guidelines and criteria. Appeals to Judicial Council must be made within 5 working days of receiving the decision of the committee. Judicial Council shall decide whether or not to consider the appeal within 5 working days of receiving the appeal, and it shall render a decision within 10 additional working days of notifying the candidate. Judicial Council may decide to uphold the appeal and the candidate's application will receive a new evaluation by the committee, or Judicial Council may decide to deny the appeal, which will be a final decision.

H. Senior Merit Awards

Program Design

Full Professors may apply for Senior Merit during or after their sixth year at rank. The applicant may delay applying past the sixth year and use accumulated materials to support application.

The DoF-APSL will notify faculty members who are eligible to apply. This will include faculty in their sixth year at rank, any faculty beyond their sixth year but who have not received Senior Merit in the past six years, and faculty who are again eligible for Senior Merit, having been awarded Senior Merit six years earlier.

All applications should be forwarded to the DoF-APSL to be reviewed by the Senior Merit Committee. Applications are to be submitted by September 15.

The applicant should include a current curriculum vita and a narrative that demonstrates satisfactory levels of achievement in teaching, scholarship, and service as well as providing evidence of outstanding achievement in at least one of the three areas. The narrative should not exceed 1500 words. Standards of performance and expectations by rank are detailed in the *Faculty Handbook*.

The Committee will review applications and make recommendations to the Provost-VPAA by October 15. The Provost-VPAA will review the Committee recommendations and notify applicants of the decision by November 1.

The recipient of a Senior Merit award will receive an increase to base salary in the amount of \$5,000 at the start of the next fiscal year (July 1). The merit increase will be added after any other across-the-board increases have been calculated.

Faculty members who were not awarded Senior Merit may apply again the following year.

Appeals of Merit Award Decisions

Faculty members may appeal a Senior Merit Award decision on substantive grounds to the Provost-VPAA in writing within five (5) working days of receiving the decision. The Provost-VPAA shall render a decision within 15 working days of receiving the appeal. All decisions of the Provost-VPAA on the basis of substance shall be final.

The faculty member may appeal to Judicial Council only on the basis of procedural grounds demonstrating violation of established procedures and/or prejudicial, capricious, or inconsistent actions in the application of guidelines and criteria. Appeals to Judicial Council must be made within 5 working days of receiving the decision of the Committee. Judicial Council shall decide whether or not to consider the appeal within 5 working days of receiving the appeal, and it shall render a decision within 10 additional working days of notifying the candidate. Judicial Council may decide to uphold the appeal and the candidate's application will receive a new evaluation by the Committee, or Judicial Council may decide to deny the appeal, which will be a final decision.

II. Benefits

All benefits are subject to the individual plan documents and may be changed from time to time by Elizabethtown College. For benefits that apply to all employees, see Chapter 5.

A. Faculty Specific Leaves

1) Sick Leave

Eligibility: Members of the faculty affected by this policy are those under contractual agreement with the College and hired by the President of the College.

Accumulation of Sick Leave: Faculty members are to be credited with 15 working days of sick leave per year, that is, days on which the faculty member has responsibilities on campus. There is to be unlimited accumulation of earned days. Should a faculty member return to work after being absent for up to five working days inclusive, due to illness or accident, those days shall not be deducted from the faculty member's sick leave accumulation. However, if the illness extends beyond five working days, those first five days

shall then be considered as accumulated sick leave days and deducted from the individual's total accumulation.

Guidelines

- a) Employees covered by this policy would become eligible for the College's Total Disability Program after six months of total disability. Faculty members who have accumulated days of sick leave in excess of six months carry them over to the next illness.
- b) The College reserves the right to ask for medical opinion when illness occurs.
- c) In no case shall the sick leave benefits be paid beyond the date of termination of employment by resignation.
- d) When a faculty member receives worker's compensation benefits for injury sustained on the job, those benefits will be considered as part of their full earnings for the maximum of their accumulated sick leave. If the absence continues beyond that maximum, the faculty member will continue to receive the benefits required under the Workers' Compensation Act.
- e) When there is a claim for worker's compensation (for injury on the job) the Dean should immediately report the accident to the Human Resources Office so that it may submit the required report to the State Bureau of Workers' Compensation and to the insurance carrier.
- f) The Dean should also immediately report illnesses or accidents to the DoF-APSL, who shall keep a detailed record for each employee (the length of illness, reason for absence, specific illness, details of the accident, and so forth). The DoF-APSL should make quarterly reports to the Human Resources Office.
- g) Faculty Substitution and Compensation
 - i. Provisions for sick leave up to and including the first five working days of illness are to be worked out by the Dean without any compensation to substitutes from the school. Compensation will be made retroactively if the illness extends beyond five working days.
 - ii. Faculty members called upon to replace other faculty members during periods of illnesses longer than five days will be compensated on the basis of their existing salary and the length of their substitution. The following formula will be used:
 - a. $\frac{1}{90}$ of the salary for each week of substitution, assuming one course of four credits. [The $\frac{1}{90}$ figure represents a fraction whose numerator is the credit hours of the course

- (4) and whose denominator is the annual full-time credit hour load (24), multiplied by a fraction whose numerator is 1 and whose denominator is the number of weeks in the semester (15)—thus, for 4-credit hours, $(4/24)(1/15) = 1/90$.]
- b. $1/3$ of this figure for each hour of substitution which does not make up a full week.
 - c. Example: Salary = \$48,000.00 per year
 - 1. $1/90 = \$534.00$ per week substitution (4 hours)
 - 2. $1/3 = \$178.00$ per hour - for each hour less than one week.
 - iii. The substitute faculty member's normal course load is that which they are scheduled for or is at the time carrying. All hours above this normal load are to be paid for at the rate detailed above. This payment is to be made regardless of the actual number of hours the faculty member is teaching at the time and is not to be related to any "contractual" limit.
 - iv. It is also assumed that the faculty member who is being paid for substitution will perform their duties in a responsible manner even if the substitution entails extra preparation.
 - v. The above provisions do not preclude the possibility of the administration and/or the trustees from making more lenient allowances should conditions in their opinion warrant allowances. Nor does it deny the right of faculty members to tender assistance to other faculty members in difficult situations above and beyond the policy provisions.
 - vi. Interpretation of the above provisions in problem cases should be made by the Provost-VPAA.

2) Faculty Sick Leave Bank

The Faculty Sick Leave Bank program allows full-time members of faculty to voluntarily donate portions of their accrued sick leave to a "bank" to be used by eligible faculty colleagues. The Sick Leave Bank will allow faculty members to continue taking paid leave for what would otherwise be unpaid time.

Eligibility: A faculty member is eligible to use the bank immediately upon being hired by the College. For purposes of this administrative policy statement, eligible faculty are defined as: lecturers, assistant professors, associate professors, and full professors. Adjunct professors, instructors, and visiting professors are not eligible to participate in donating or using the sick leave bank.

Contributions:

- a) Faculty members are asked to complete a Sick Leave Time Donation Form certifying that they are donating the leave time voluntarily and that the sick time will not be returned.
- b) Faculty members may make up to three donations in an academic year.
- c) Faculty members may not make a contribution that leaves them with less than twelve weeks of sick time.

Withdraws

- a) Faculty requesting time from the Faculty Sick Leave Bank will be asked to complete a request form. Requesting employees will be subject to the provisions outlined by the Faculty Family and Medical Leave Policy.
- b) All requests for use of the Faculty Sick Leave Bank will be submitted to the DoF-APSL and reviewed by the Director for Human Resources to determine whether all provisions have been met.
- c) Faculty may make multiple requests from the sick bank as long as the 12-week limitation per year under the FMLA has not been reached.
- d) Faculty may not request more than the equivalent of 12 weeks within a period of twelve months.
- e) Exception: A faculty member with catastrophic illness may use donated time to cover the unpaid period of days to meet the 6-months eligibility prior to long-term disability. The faculty member will not be eligible to receive donated time beyond the 6-month eligibility.
- f) It is expected that faculty will exhaust their accrued sick time before making a withdraw request from the Faculty Sick Bank.

Administration of the Sick Bank

- a) To ensure confidentiality and associated HIPAA regulations, individuals receiving or donating the leave will not be identified.
- b) Sick Bank program will be overseen and tracked by Human Resources staff.

3) Faculty Family and Medical Leave

Elizabethtown College strives to recruit and retain outstanding faculty and be an employer of choice. The College recognizes that supporting faculty as they balance career, medical concerns, and family life ultimately benefits the institution. Our goal is to create a community that supports faculty and their families and regards family care concerns as legitimate and important.

Referred to as “Faculty Family Medical Leave”, this policy is guided by the Family Medical Leave Act (FMLA) and runs concurrently with the College’s Family Medical Leave (FML) program. This policy allows for a specified period of leave, supported when possible through accrued sick time.

Guiding Principles

- a) The purpose of Faculty Family and Medical Leave Policy is to provide a faculty member with leave to address situations that come under the FMLA and that require extended time out of the classroom environment.
- b) Faculty Family and Medical Leave is a benefit of employment and its use shall not have a negative impact on employment status or opportunities.
- c) Due to the teaching responsibilities of faculty during a semester, an additional three weeks are being added to the existing twelve weeks provided under the FMLA. This modification allows the faculty to extend leave for an entire academic semester.
- d) This policy is a supplement to the existing Family and Medical Leave Act located in Chapter 5, Section N of the Handbook.

Statement of Eligibility

- a) Members of the faculty covered by this policy are those under contractual agreement with the College as a full-time faculty member. For purposes of this administrative policy, eligible faculty is defined as lecturers, assistant professors, associate professors, and full professors.
- b) Part time, adjunct, and visiting faculty are not eligible to use the Faculty Family and Medical Leave benefit provided herein.
- c) Faculty members who are tenured or tenure-track are eligible to use this policy immediately upon employment.
- d) Faculty who are neither tenured nor tenure-track, must satisfy the eligibility requirements of 1250 hours of service during the 12-month period immediately preceding the commencement of leave to qualify for using the Faculty Family and Medical Leave Policy.

Program Design

- a) Faculty are provided 15 weeks instead of 12 weeks as provided by the FMLA, provided the 15 weeks are taken in a single semester. All other aspects of FML remain the same for faculty including the requirement to substitute sick leave as part of leave request being made using FML.

- b) For the purpose of this policy, one faculty work unit is equal to one week of FML and is also equal to one week of sick leave. It is assumed that a faculty member carries 12 work units a semester.
- c) Faculty members may use one of the following options to reduce their work load partially or entirely in connection with a leave request qualifying under FMLA.
 - i. Option 1: A faculty member may request leave for an entire semester (12 work units). It is understood that this request will, in fact, result in 15 weeks of leave.
 - ii. Option 2: A faculty member may request a reduction in work units. For example, a faculty member may request four units off in the fall term (using four weeks of sick leave) and eight work units off in the spring term (*using 8 weeks of sick leave). A faculty member may request up to a maximum of 12 work units of leave in a 12-month period.
- d) In cases where the College employs both spouses, family leave may be limited to a combined total of 12 work units between them.
- e) Tenure-track faculty members who use FML may request an extension of their probationary period. The request to extend the probationary period must be made within 12 months of commencing of any leave under FML.
- f) The provisions of the Faculty Family and Medical Leave policy are intended to be interpreted in conjunction with the College's Family and Medical Leave policy. Thus, leave taken under the Faculty Family and Medical Leave policy counts as part of, not in addition to, leave permitted under the Family and Medical Leave Policy.

Use of Sick Time in Connection with Faculty Family and Medical Leave

- a) Pursuant to Chapter 3, II, faculty members are eligible to be credited with 15 working days of sick leave per year. There is to be unlimited accumulation of earned days.
- b) As under the College's FML policy, faculty are required to use whatever sick leave they have accumulated towards Faculty FML. Faculty FML covered through sick leave will be paid leave.
- c) Faculty who have not accumulated enough sick time to cover the requested Faculty FML may obtain additional sick time from the faculty sick leave bank.

Administration of Faculty Family and Medical Leave

- a) All requests are to be made to the DoF-APSL who will consult with the Director for Human Resources and the faculty member's dean.
- b) Any required documentation will be provided to Human Resources.
- c) Faculty who wish to use sick leave for domestic partners and their children must complete a Declaration of Domestic Partnership.
- d) Deans should make every effort to make adjustment in course offerings so as to avoid needing additional adjunct or overload budget. The Dean should work with the DoF-APSL in cases when replacement is necessary.

4) Junior Leave

General Information

Definition: A Junior Leave is normally a one semester leave from all teaching and service responsibilities. However, it may take the form of a reduction of teaching by a total of 12 work units distributed over two semesters if the applicant believes that this would be of greater professional benefit to them.

Eligibility: Faculty are eligible to apply for Junior Leave only if they have (i) received a passing fourth year review, and (ii) not yet applied for tenure. Applications for Junior Leave should be submitted either two years or one year before the tenure application is submitted (normally in January of the sixth year of full-time teaching). Junior Leave may be taken during any of the three semesters before the tenure application is submitted.

Purpose: A professionally active faculty which maintains currency in the respective disciplines is essential to the College's future. In this regard, a robust Junior Leave program is imperative to increasing levels of academic excellence while encouraging intellectual curiosity which informs and enhances teaching. Junior Leaves should be directly or indirectly related to the faculty member's teaching or other pedagogical responsibilities.

Through scholarly research (or other creative work appropriate to the faculty member's field), the Junior Leave facilitates the faculty member's scholarly and professional activity and strengthens the academic caliber of the College. An additional purpose of the Junior Leave program is to maintain or strengthen the academic excellence of programs by assisting in recruitment of highly qualified new faculty members.

Selection Procedures

Review of Applications by Professional Development Committee: The Professional Development Committee (PDC) shall review applications for Junior Leave and forward to the President or their designee the full list of applicants, with such recommendations and priorities as it shall determine.

Evaluation Criteria to be used by Professional Development Committee: The PDC shall evaluate applications for Junior Leave based on the merit of proposal, the potential for the program to involve the applicant in scholarship, the explained benefits of the leave program to the applicant's scholarly and professional activity, and the potential of the proposal to foster academic excellence within the College. The PDC shall not assign awards based on applicant need and shall not consider how the applicant's job duties will be covered by their school. In addition to these general criteria, the PDC shall evaluate applications for Junior Leave on the following specific criteria:

- a) Benefits of the Program Presented: Are there specific, concrete goals? Are there explanations of how achievement of these goals would contribute to the advancement of the faculty member in their field of expertise? Are there explanations of how the proposed program would further the institutions goal of encouraging engaged learning and teaching?
- b) Viability of the Program Presented: Is there sufficient evidence that the work proposed can be completed, or that enough of it can be completed to substantially benefit the applicant and the College? The faculty member's training and past accomplishments should be considered in assessing this. Has the applicant laid the necessary groundwork for the work proposed (e.g. have the made arrangements with collaborators or arranged for any funding necessary)?
- c) Clarity of the Program Presented: Are the plans involved clear to the PDC? Is the academic merit of the proposal clear to the PDC? Is the direct or indirect relationship of the proposed activity to the faculty member's teaching or other pedagogical responsibilities made clear?
- d) Special Circumstances: Are there special circumstances that make a Junior Leave especially advantageous (e.g. a large project underway which needs completion or a beneficial opportunity for collaboration)?

Role of President: The President or their designee may consider school needs in making final award decisions. The President reserves the right to consult independently with administrative staff about the candidates and impact on college resources. Should the President reject in whole or in part of the PDC's recommendations, they shall notify the PDC in writing, and the chair of the PDC shall be given an opportunity to discuss the matter with the President or their designee.

Application Requirements: Proposals for Junior Leaves should be submitted to the DoF-APSL by January 15. The DoF-APSL will forward the application to PDC for deliberation. All applicants should include the following:

- a) A letter of support from the Dean of the applicant's school evaluating the merits of the proposal in relation to the applicant's professional development plan.

- b) An updated copy of the applicant's *curriculum vitae*.
- c) A statement from the applicant discussing:
 - i. A statement addressing the applicant's eligibility for Junior Leave.
 - ii. A summary of the proposed leave activity or activities, including the dates of the requested leave.
 - iii. A description of the project in a form understandable to the non-specialist, including a rationale for the project and description of its significance in the context of the applicant's discipline.
 - iv. Detailed plans for the activity to be engaged in during the leave, including work to be produced such as papers, books, or grant proposals.
 - v. How the proposed activity will contribute to the applicant's scholarly and professional activity, placing the project in the context of the applicant's past and future scholarship and development as a teacher. If applicable, include a description of any special circumstances that make such a leave particularly desirable (e.g. a large project underway which needs completion).
 - vi. How the proposed activity will contribute to the College's academic programs. Examples of such contributions may include but not limited to, enhanced academic reputation of the College, incorporation of new developments in the field into the curriculum, and so on.
- d) Any supporting documents necessary to demonstrate that the applicant laid the necessary groundwork for the work proposed (e.g., letters from collaborators or publishers).
- e) An updated copy of the applicant's Professional Development Plan.

Requirements Upon Completion of Junior Leave: Upon completion of a Junior Leave, the recipient of a Junior Leave must submit a final written report to the Provost-VPAA, the DoF-APSL, and to the recipient's Dean on the Junior Leave experience. This report must be submitted by the end of the semester following return from Junior Leave. The report should clearly specify how the activities undertaken during the Junior Leave have contributed to the recipient's scholarly and professional activity, and in light of these accomplishments, the recipient should indicate how their professional development plan will change to reflect these recent achievements. In particular, the report should address the matters contemplated in the *Selection Procedures* above, in some detail. Where applicable, recipients should provide copies of any articles, books, etc. resulting from the Junior Leave. These may be submitted after the deadline for the written report.

Remuneration

- a) For faculty members, remuneration is at the rate of full salary for one semester based on the actual nine-month salary of the year of absence.
- b) This remuneration is regarded as a “loan” which is normally remitted to the College through the staff member’s service to the institution rather than through repaying money. The “loan” is considered repaid after the first year of employment after the Junior Leave. The College reserves the right to request repayment if a Junior Leave recipient leaves the College for another position before the year has expired.
- c) Fringe benefits will continue on the same basis as at the time the leave begins. Social Security and TIAA-CREF contributions will be prorated on the basis of the remuneration actually made.
- d) A person on Junior Leave shall give full time to the program and purposes for which the leave was granted. They shall not enter into employment which infringes upon these purposes. If they accept unrelated employment, the amount of institutional remuneration will be reduced by the amount of the income from this unrelated source.

Protection

- a) No Junior Leave shall be considered a termination or breach of the contract of employment of the faculty member.
- b) Every faculty member, while on Junior Leave, shall be considered to be in regular full-time employment in their position for the purpose of determining the faculty member’s length of service and the right to receive increments and fringe benefits as provided by contract.
- c) Junior Leave will not alter the date of a faculty member’s tenure review.

Limitations

- a) Recipients of Junior Leave are expected to return to the College for a full year after the Junior Leave. See *Remuneration* above.
- b) The college will normally offer four Junior Leaves per academic year. The President, at their discretion, may approve additional Junior Leaves.
- c) If for any reason an individual is unable to accept a Junior Leave during the period approved, the individual must re-apply following the normal procedure.
- d) For faculty who take Junior Leave, four years of full-time service must pass following the Junior Leave before a sabbatical may be taken.

- e) The taking of a leave is subject to the institution's ability to provide adequate coverage for the responsibilities of the absent employee. The President shall make this determination and will have the final decision.

Appeal Procedures

- a) An individual faculty member shall have the right to appeal to Judicial Council concerning a Junior Leave decision only on procedural, not substantive, grounds. Judicial Council will submit its finding and recommendation to the President, whose decision will be final.
- b) Personnel Council shall have the right to bring an appeals action with regard to substantial changes in the policy and/or pattern of granting Junior Leaves. The finding and recommendation from such an action will be submitted to the President, whose decision will be final.

5) Sabbatical Leave

A tenured member of the faculty or a professional librarian is eligible to receive a sabbatical leave after a minimum of six years of full-time service to Elizabethtown College. Members of the faculty may receive sabbatical leaves for an academic semester or year, professional librarians for a maximum of four months.

General Information

Definition: A sabbatical leave is an absence from all college responsibilities, including teaching, service, and administration. Sabbatical Leaves may be granted to tenured members of the faculty after a minimum of six years of full-time service at Elizabethtown College. Members of the faculty may receive sabbatical leaves for an academic semester or year, and professional librarians for four months or smaller periods equal to four months.

Purpose:

- a) Sabbatical leaves are intended to contribute through study, research or other scholarly or professional activity to the improvement of the faculty member and thus to the value of their service to the College upon their return. The program of leave should, therefore, be directly related to the present or intended assignment of the faculty member. This could include: 1) research projects that would lead to publication; 2) courses of study or research that would enhance the individual's knowledge in their discipline; 3) projects or courses that would enhance teaching skills, or which lead toward completion of a degree program; and 4) course work to develop a new area of skill which would be beneficial to the curriculum. Sabbatical leaves are not granted as a reward for past services.
- b) The Professional Development Committee shall make such rules and policies as it deems necessary to ensure that a faculty member on

sabbatical leave utilizes such leave constructively for the purpose for which it was granted. It may, for example, require reports from the faculty member on their return to the campus. The President of Elizabethtown College shall have the right to enforce those regulations made by the Professional Development Committee. They shall, furthermore, have the right to enforce institutional rules and policies which relate directly or indirectly to sabbatical leave, for example, terms and conditions of employment, but which fall outside the scope of the Professional Development Committee.

Eligibility:

- a) Full-time tenured faculty above the rank of instructor and full-time professional librarians constitute the eligible personnel.
- b) The number of years between sabbatical leaves normally shall be at least six. No one shall, however, lose eligibility because of a failure to use a leave at the end of six years of employment.
- c) The granting of a sabbatical leave is subject to the institution's ability to provide adequate coverage for the responsibilities of the absent faculty member. The President shall make this determination and have the final decision.

Selection Procedures

- a) The Professional Development Committee shall review applications for sabbatical leave and forward to the President or their designee the full list of applicants, with such recommendations, commentaries, or priorities as it shall determine.
- b) Criteria
 - i. Clarity of Program Presented: Is it understandable to the committee? Does it relate to the faculty member's present or intended assignments? It is the responsibility of the faculty member to demonstrate the worthwhileness of the proposal.
 - ii. Viability of the Program Presented: Is it realistic, is there sufficient evidence presented by the faculty member (and/or other scholars in the field) that the program is worthy in itself? Has the individual laid sufficient groundwork for their sabbatical by appropriate reading, discussion with others in the field, or preliminary research?
 - iii. Benefits of the Program Presented: Is the outcome clear and concrete with regard to the faculty member's professional aim and college assignments? Are there specific goals and an indication of how these goals would benefit the scholarly and

professional activity of the faculty members as well as the institution?

- iv. Past Experience of the Candidate: Is there sufficient evidence that the faculty member can accomplish the intended program? Is there a pattern of study indicating that the faculty member can satisfactorily complete the proposed program in the time frame (or a reasonable time frame) outlined? Has the faculty member previously undertaken faculty research grants, etc., successfully?
- c) Should the President reject in whole or in part the Committee's recommendations, they shall notify the Committee in writing, and the chair of the Professional Development Committee shall be given an opportunity to discuss the matter with the President or their designee.
- d) Application Deadlines: There are four different application schemes for sabbatical leave - early, regular, winter and late.
 - i. Early: In order that faculty members may make long-range plans for a sabbatical leave, the Committee will accept applications by March 15 of the year prior to the year in which it is to be granted (that is, a year and a half in advance).
 - a. For consideration to be given to early applications, the candidate should include written justification and documented evidence explaining why an early decision should be made on this application.
 - b. Regardless of the number of applications, only one will be recommended to the President for early approval.
 - c. Unless a faculty member requests otherwise, the remaining applications will be considered in the regular fall review, along with any additional applications submitted at that time.
 - ii. Regular: The Professional Development Committee will review applications for sabbatical leaves for the following year until October 1. The Committee may recommend to the President at this time up to five leaves for the following academic year. The President shall announce their decision no later than December 1 prior to the beginning of the academic year during which the leave will commence.
 - iii. Winter: Additional applications, for a maximum of three sabbatical leaves for the following academic year, will be considered until January 15. For winter applications, the President's decision will be announced no later than February 15. No more than a total of seven positions will be available for the regular and winter applications periods.

- iv. Late: Each year one sabbatical leave will be left open until April of the year in which it is granted. This sabbatical is intended for the use of persons who have not applied earlier, but who have unexpectedly received a grant or special opportunity to use a sabbatical leave. Applications for these sabbaticals should be made in writing by March 15 of the year in which it will be granted. Should no suitable candidate request this "open" sabbatical leave it shall be made available to one of the previous candidates in accordance with the recommendation of the Professional Development Committee.
- v. Other: An individual whose application is not accepted at one of the review dates may reapply one more time during the same year.

e) Application Requirements

- i. Faculty members giving consideration to making application for sabbatical leaves shall consult with the Dean prior to making formal application to the Committee in order that replacement considerations can be evaluated by the Dean.
- ii. Proposals for sabbatical leaves should be submitted in the form of a letter addressed to the President of the College but submitted to the DoF-APSL by the appropriate dates (see above). Each letter should include the following points:
 - a. A summary of the proposed sabbatical, including the dates requested.
 - b. For early application, a written justification and documented evidence for the dates requested.
 - c. Detailed plans for the activity to be engaged in during the sabbatical.
 - d. The contribution which the applicant feels this study, research, scholarly or professional activity will contribute to themselves and thus to the value of their services to the College on their return.
 - e. Any supporting documents (including documents such as letters from colleagues, scholars in the field, publishers, etc.) that will enhance the strength of the application.
- iii. A final report to the committee on the successful applicant's sabbatical leave experience should be forwarded by the end of the semester following return from leave. (The recipient should respond in some detail to item (d) above. Also, where applicable,

recipients should provide copies of any papers presented, articles, books, etc., resulting from the sabbatical experience; these need not conform to the deadline for the written report.)

- iv. Sabbatical leaves are awarded for the projects approved by the Committee. The Committee realizes that on occasion an individual might be confronted with a situation or with information demanding considerable revision or even a change in direction of the original proposal. Should this occur the individual should immediately inform the Professional Development Committee. The Committee may then request a revised proposal from the individual.
- v. Although the letters will be permanently filed in the Academic Affairs Office, supporting documents may be returned to the faculty member upon the completion of the review process.

Remuneration

- a) For faculty members, remuneration is at the rate of full salary for one semester or half pay for a leave of two semesters, based on the actual nine-month salary of the year of absence.
- b) For professional librarians, remuneration shall be at the rate of full pay for the actual time taken, up to a maximum of four months.
- c) This remuneration is regarded as a "loan" which is normally remitted to the College through the staff member's service to the institution rather than through repaying money. Thus, half the "loan" is considered to be repaid after the first year of employment after the sabbatical, and the other half at the end of the second year. A faculty member who leaves the institution within two years after receiving the sabbatical leave is liable to return the money on a prorated basis. Therefore, the faculty member executes a note for which they are liable if they leave for a position elsewhere within two years.
- d) Fringe benefits will continue on the same basis as at the time the leave begins. Social Security and TIAA-CREF contributions will be prorated on the basis of the remuneration actually made.
- e) A person on sabbatical leave shall give full time to the program and purposes for which the leave was granted. They shall not enter into employment which infringes upon these purposes. If they accept unrelated employment, the amount of institutional remuneration will be reduced by the amount of the income from this unrelated source.

Protection

- a) No sabbatical leave shall be considered a termination or breach of the contract of employment of the faculty member or librarian.

- b) Every faculty member, while on sabbatical leave, shall be considered to be in regular full-time employment in their position for the purpose of determining the faculty member's length of service and the right to receive increments and fringe benefits as provided by contract.

Limitations

- a) Persons on sabbatical leaves are expected to return to the institution for two full years after the leave.
- b) The number of faculty sabbatical leaves which may be granted in any one year shall be no more than eight.
- c) The number of Professional Librarian sabbatical leaves which may be granted in any one year is one.
- d) The taking of a leave is subject to the institution's ability to provide adequate coverage for the responsibilities of the absent employee. The President shall make this determination and will have the final decision. All leaves are subject to review and approval by the Board of Trustees.
- e) If for any reason an individual is unable to accept a sabbatical leave during the period approved, the individual must re-apply following the normal procedure.

Appeal Procedures

- a) An individual faculty member or professional librarian shall have the right to appeal to Judicial Council concerning a sabbatical leave decision only on procedural, not substantive, grounds. Judicial Council will submit its finding and recommendation to the President, whose decision will be final.
- b) Personnel Council shall have the right to bring an appeals action with regard to substantial changes in the policy and/or pattern of granting sabbatical leaves. The finding and recommendation from such an action will be submitted to the President, whose decision will be final.

6) Leave of Absence

A leave of absence for one year may be available to a faculty member who gives evidence of their intention to return, and whose continued employment the College would normally anticipate. A leave of absence is an absence from all college responsibilities, including teaching, service, and administration.

An employee's length of service will continue to accrue during a leave of absence; however, vacation and sick leave are not accumulated during the leave of absence. Benefits for approved leaves will be the responsibility of the employee (e.g. full premium(s) for health insurance). Tuition Remission is not

extended to an employee during the time of leave, with the exception of an employee taking an educational leave. Employees may continue to contribute their share to their retirement by sending a personal check directly to TIAA. The College does not contribute to TIAA-CREF during an employee's leave of absence. Failure to return at the expiration of the leave will be considered as a resignation on behalf of the employee. If an employee fails to return from an educational leave, tuition remission paid by the College during the leave is to be paid back in full prior to the employee's departure.

B. Faculty Professional Development

Each full-time faculty member and full-time lecturer is provided funds (\$1,400) annually through a faculty professional development budget line to assist with scholarly and professional activity expenses.

Each faculty member may accrue up to a total of three years annual funds (excluding amounts from other sources) in their professional development fund in order to consolidate funding for more significant expenses/projects. Annual allotments to the faculty member's fund will be decreased appropriately to ensure the total amount in an individual's fund never exceeds three years annual funds.

In order to qualify for an annual professional development allotment, each faculty member and lecturer shall develop and maintain a plan for professional development. The plan shall be reviewed by the individual's Dean and approved by the DoF-APSL. It is the responsibility of the faculty member to review and update the plan, as necessary. An annual report, including expenditures, shall be submitted describing progress made on completing the professional development plan and on plans for the coming year (one's new continuing plan). Accrued funds will be lost if a faculty member does not make satisfactory progress toward the goals outlined in the plan.

Monies within this fund are to be used at the discretion of the individual faculty member under the review of their Dean. Examples of expenditures for which these funds may be used include conference attendance, professional memberships, subscriptions, and books (memberships, subscriptions, books should be consistent with the professional development plan of the faculty member), computer software and hardware (ordinary office equipment normally supplied by the College is excluded), and other professional expenses related to the individual's professional development plan. Books and equipment purchased with these funds will remain the College's property. Faculty should consult with the Senior Director of Information & Technology Services before hardware and software are purchased in order to avoid the purchase of items that are already available to faculty at no cost. Computers, tablets, software, and peripheral devices purchased with professional development plan funds must be inventoried by ITS. While the ITS Department will make their best effort to support faculty purchases, support for items that are not currently part of ITS' standard stock may be limited. Equipment purchased with professional development funds will not be placed

on the standard replacement cycle. All monies shall be expended in accordance with the professional development plan on file.

Faculty members are encouraged to pursue scholarly research, to develop expertise in new areas, to develop new pedagogy and teaching methods, and/or to work together within and between schools and/or disciplines. Funds may be shared among faculty members for collaborative projects as long as all involved faculty members agree, and the collaboration is a part of each individual's plan.

The College, through the Office of the DoF-APSL, maintains funds to provide additional support if necessary to faculty members who attend regional or national professional association meetings, specifically to read papers, to participate on scheduled panels, or symposia, or to serve as officers of professional associations and funds to support faculty participation in summer institutes, workshops and symposia. Application is through the Dean to the DoF-APSL.

C. Faculty Grants and Incentive Program

The faculty grants and incentive program was developed in order to attract and retain faculty members who are active in their scholarly and professional fields. The program also seeks to develop faculty expertise in research and grantsmanship; to encourage accountability and outcomes-driven orientation in faculty professional activity; to support faculty members in their bids for external grants and prestigious fellowships; and to encourage the development of strategic projects of value to the institution as a whole.

When establishing faculty salaries and benefits for the purposes of grants, it should be understood that annual compensation for faculty is based upon 9-month appointments though paid over 12 months.

1) Starter Grants, Faculty Grants, and Strategic Grants

The grants program allows bids for any type of work which faculty might engage in as part of their employment with the College, including projects focused on teaching, scholarly and professional activity, research, and/or service. There are three types of grants: **starter grants** (maximum \$1,000); **faculty grants** (maximum \$4,000); and **strategic grants** (maximum \$10,000). Starter grants are available to all full-time faculty in their first or second year at Elizabethtown College. Faculty grants are available to all full-time faculty members. Strategic grants should offer innovation for a school or program or propose a project that would benefit Elizabethtown College as a whole. The strategic grant proposal may be for academic, research, or entrepreneurial projects. Strategic grants may also be awarded to projects that intend to lead to an external grant application. Faculty-led projects involving one or more students are encouraged in any of the three grant categories.^{xvii}

The general principle is that anything can be bid for as long as it is directly related to project goals and outcomes. Thus, faculty can bid for student assistants, clerical support, small items of equipment or supplies needed for the project, funds to disseminate findings at a conference, summer stipends, or other kinds of project-related travel. With strong justification, faculty can bid for a one-course release. For the strategic grants, they might also request funding for development of a product or other type of initiative (e.g., course materials, web center) by building a strong case that it has strategic value and showing specific advantages for the College (e.g., free use or proportion of income generated).

Submission and Funding: A first round of bidding typically occurs in the spring semester for projects beginning July 1 and lasting for up to 24 months. A maximum amount is allocated in each category of grant. Any money remaining after the first round will be available for a second round of bidding in the following fall semester. (These projects will also be expected to be completed within the two-year period that began on July 1.) For the second round, all grant applications will be considered on an equal footing with no designated minimum or maximum of allocated funds in any category. Further, restrictions on maximum funding in the faculty grants category do not apply. Individual Professional Development Funds can be added to any grant category to give additional funds for a project.

Vetting: Two types of grants are competitively vetted and administered by the Professional Development Committee and the DoF-APSL: *Starter Grants* (for new faculty in their first or second year of employment who have not bid for any other internal grant, maximum \$1,000, 1 per person) and *Faculty Grants* (for any faculty, maximum \$8,000 total funding in a 5 year period) to be considered in the first round of bidding.

Stipulations: A faculty member may not apply for more than one project in the same bidding round or receive more than one grant for the same project. In the case of collaborative projects, a joint proposal may be submitted. Alternatively, independent proposals for collaborative projects may be submitted and the responsibility is on the applicant to justify funding two related proposals based on benefits to individual's own professional development. Any requested carry-over or further development of a project beyond the end of the grant period must be submitted as a new and different proposal. Those holding or submitting another grant simultaneously to submitting a proposal for an Elizabethtown grant must declare this and give an outline of the other project (topic, budget, timeline). Preference for the internal grants will normally be given to those who do not currently have other funding.

Application: Application is made by writing a proposal according to the guidelines below. Application is via electronic submission of the proposal through JayWeb. The Dean must write a letter of support for inclusion in the electronic submission. In case of more than one application within a school, the Dean is invited to rank the proposals to assist in the assessment process. The deadline for receipt of proposals by the DoF-APSL in the spring (first)

round is April 1. The deadline for receipt of proposals by the DoF-APSL in the fall (second) round is October 1.

Notification: Applicants will be notified of a decision on their proposal by May 1 for applications in the first round. Applicants in the second round will be notified by November 1.

Guidelines for Proposals

Starter Grants: Cover sheet plus 2-4-page proposal single-spaced 12-point font, to include:

- a) Cover sheet (*not counted in page total*): faculty name, program, and school, project title, budget amount requested, and one-paragraph project summary;
- b) Project description (*not necessarily in this order*): identify need and value, project purpose, aims and objectives, project activities, people involved and their project duties, projected outcomes, timeline;
- c) Relationship to grantee's work and scholarly goals;
- d) Budget: items classified in the categories of Staff (student assistants, clerical), Equipment, Supplies, Travel; include justification for all items (e.g., in terms of currently available resources, level of need, reasonable and competitive price estimates) and their relationship to project objectives or outcomes. Faculty must include a statement explaining why professional development funds money is not sufficient to support the proposed project.

Faculty Grants: Cover sheet plus 5-7-page proposal single-spaced 12-point font, to include:

- a) Cover sheet (*not counted in page total*): faculty name, program, and school, project title, budget amount requested, and one-paragraph project summary;
- b) Project description (*not necessarily in this order*): identify need and value, project purpose, background or basis of project, aims and objectives, project activities, people involved and their project duties, projected outcomes, dissemination plans, timeline;
- c) Budget: items classified in the categories of Staff (release time, student assistants, clerical), Equipment, Supplies, Travel; include justification for all items (e.g., in terms of currently available resources, level of need, reasonable and competitive price estimates) and their relationship to project objectives or outcomes. Faculty must include a statement explaining why professional development funds money is not sufficient to support the proposed project.

- d) History of faculty grant funding: give the date and amount of any previous starter and faculty grant awards
- e) References (*to own and/or others' work*), if relevant: optional item related to b and c.

Strategic Grants: Cover sheet plus 8-12-page proposal single-spaced 12-point font, to include:

- a) Cover sheet (*not counted in page total*): faculty name, program, and school, project title, budget amount requested, and one-paragraph project summary;
- b) Project description (*not necessarily in this order*): identify need and value, project purpose, background or basis of project, aims and objectives, project activities, people involved and their project duties, projected outcomes, dissemination plans, timeline;
- c) Relationship to grantee's work and scholarly goals; plan to seek outside funding (if any);
- d) Budget: items classified in the categories of Staff (release time, student assistants, clerical), Equipment, Supplies, Travel; include justification for all items (e.g., in terms of currently available resources, level of need, competitive price estimates) and their relationship to project objectives or outcomes.
- e) References (*to own and/or others' work*), if relevant: optional item related to b and c.

Implementation of project

The project should be implemented according to the specifics of the proposal. Changes other than minor ones require a written request and pre-approval.

Payment of expenses

Payment of expenses will be referenced to the approved cost of budgeted items, with an allowance for grantees to decide up to a 10% increase in cost of any budget item as long as this is traded off by lower expenditure in another part of the budget and as long as the total approved budget is not exceeded. Additional request and approval will be required for alterations in budget amounting to greater than 10% change in cost of any item. All expenditures must be supported by receipts or other proof of purchase unless prior justification and approval has been given for lack of receipt. Any unapproved expenditures above the original budget or without receipts or other proof of purchase will be deducted from grantees' Professional Development Funds until repaid. Should a grantee spend all funds or exceed the budget before the projected completion of the project, the project budget will be closed, and the grantee must not incur further expenses without pre-approval. Any

remaining funds will revert to the grant fund. Any unspent funds remaining beyond 10% of the total grant will be added to the College grant budget for the next round of bidding in the same category of grant.

Reporting requirement

All funded projects, regardless of whether they were approved in the Spring or Fall round of bidding are expected to be completed within the two-year period that began on July 1st of the year the grant was approved. By September 1st, the primary grantee is responsible for submitting a report of 2-5 pages reviewing the accomplishments of the project and the money spent. If the project is not completed and grant monies are not entirely spent, the grantee may request a single, one-year extension to complete the project. Any money remaining after the third year of the project must be returned and the final project report submitted. Copies of any conference papers, publications, or other relevant documentation of project performance or outcomes should be attached. Electronic reports should be submitted to the office of the DoF-APSL.

Unsatisfactory performance

Grantees who are judged not to have performed satisfactorily in carrying out the project according to the submitted proposal (allowing for any approved changes) in terms of carrying out its purpose, achieving its objectives and outcomes, spending the allocated funds, documenting expenses, and/or reporting on its accomplishments will not be eligible for any internal grants, Professional Development Funds, or sabbatical or junior leave funding for the next year in which they would otherwise be eligible unless and until they comply.

2) Incentive Program for Grants Writing and Fellowship Applications

The following incentives are intended to help increase the scholarly activity of faculty and reward their efforts.

Indirect Funds from Grants

A faculty member receiving a grant and their school will receive a proportion of the recovered indirect costs, with the remainder going to the College. The College currently has a 55.3% indirect cost recovery rate (ICR) for federal grants conducted on campus and a 20.7% indirect cost recovery rate for off campus projects. When received, recovered indirect costs from federal grants are allocated 20% to the Professional Development Fund of the faculty person (Principal Investigator-PI or Co-PIs), 10% to the PIs school, and 70% to College's General Fund. *Example: \$5,000 in indirect costs would break down to distribute \$1,000 to the PI, \$500 to the PI's school, and \$3,500 to the College.* The AP-IEI determines what rate is charged for indirect costs for other external grants as allowed (indirect costs are explicitly forbidden for some grants, e.g., from charitable foundations), with the same distribution for faculty (20%), school (10%), and College (70%).

External Grants Bid and Fellowship Application Incentive Funds

- a) A faculty member who submits an external grant proposal for $\geq \$10,000$ will receive \$250 to their Professional Development Fund.
- b) A faculty member who submits an external grant proposal for between \$5,000 and \$9,999.99 will receive \$125 to their Professional Development Fund.
- c) Incentives will be deposited into PDF as the proposals are submitted.
- d) External grants for over \$10,000 that are authored by groups will designate two primary authors to receive the Professional Development stipend, for a total of \$500 (\$250 each).
- e) A reduced award of \$125/\$67.50 will be made for resubmission of a grant to the same agency. (\$125 for grant proposals of $\geq \$10,000$; \$62.50 for grant proposals between \$5,000 and \$9,999.99.)
- f) A faculty member who submits an application for a prestigious fellowship, including but not limited to Fulbright Scholars, Berlin Prize (American Academy in Berlin), or fellowships from Guggenheim, Humboldt, NEH, NEA, Carnegie, or American Council of Learned Societies, will receive \$250 to their Professional Development Fund.
- g) If one proposal is submitted (with slight changes due to program requirements) to several different funding agencies or fellowship programs during the same year, it is eligible for only one award.

D. Moving Expenses***1) For faculty hired on a one-year basis:***

The college will reimburse the new faculty member for the moving costs (up to \$1,000) upon submission of receipts after the move.

2) For faculty hired with regular full-time status:

The college will reimburse the new faculty member for the moving costs (up to \$1,000) for moves up to 1,000 miles; and (up to \$2,000) for moves over 1,000 miles upon submission of receipts after the move.

The Moving Expense Reimbursement form (available on the HR webpage) and receipts must be submitted to the Manager of Payroll to receive reimbursement. The following are considered allowable expense for reimbursement: transportation of household goods (including packing supplies), hotel/motel expenses for house hunting trips and moving, and mileage for house hunting trips/moving (this will be reimbursed at current mileage rate). Some of these expenses are taxable; contact the Manager of

Payroll for details. Employees have 12 months from their start date to submit moving expenses for reimbursement.

III. Other

A. Endowed Professorships

1) Eligibility

Normally full professors will be eligible for the award of endowed chairs. Exceptions can be made, depending on the availability of suitable candidates, and on the availability of endowment funds.

In making appointments to endowed chairs, the quality of a candidate's scholarly and professional achievements and performance as a teacher will be taken into account. The candidate's institutional and professional service will be noted. Any qualifications specific to a particular endowed chair or professorship will be considered.

The accomplishments and abilities of a candidate for an endowed chair will have received recognition both within and without the professional and academic community of Elizabethtown College.

2) Selection

The President will appoint holders of endowed chairs subject to the approval of the Board of Trustees.

The President, in making appointments to endowed chairs, will receive the advice of the Provost-VPAA the DoF-APSL, and of the Professional Standards Committee.

Appointments to endowed chairs may be permanent or for term. Term appointments shall be for three years and may be renewed at the discretion of the President.

3) Responsibilities and Privileges

Holders of endowed chairs are expected to contribute to the life and reputation of the College through excellence in teaching, scholarly research, and professional activities. They are expected to enrich the life of the College through imaginative institutional leadership on and off campus.

When appropriate, and at the discretion of the President and on consultation with the appropriate School Dean, holders of endowed chairs may be granted reduction in their regular teaching load in order to:

- a) Prepare college-wide public lectures during the second and third year of a term appointment or on a regular basis.
- b) Develop special seminars or colloquia of interest to colleagues and students.
- c) Develop special research/performance projects leading to publication and/or major performance.
- d) Develop and implement new curricular ideas and/or courses within the school or the College.

On application, the Provost-VPAA may recommend to the President supportive funding for the activities listed above, subject to budgetary constraints; scholarly support may be provided through Professional Development Committee for research/performance projects.

At the time of appointment, holders of endowed chairs may be granted a one-time increase in salary, with the salary increment being added to base. Such increments are subject to the availability of budgetary funds and the level of available endowment funds for a particular chair.

B. Emeritus/emerita Status

Emeritus/emerita status is accorded by the College as a positive action of the Board of Trustees on recommendation of the President. The academic school should make a recommendation regarding emeritus/emerita status of a retiring (or retired) faculty member to the DoF-APSL, who will seek the advice and recommendation of the Professional Standards Committee. The recommendation of the school and the Committee shall be based upon the faculty member's positive record of teaching, scholarship, and service to the school and the College. The DoF-APSL will convey their recommendation and that of the Professional Standards Committee to the Provost-VPAA, who will recommend to the President.

Professional librarians who are members of Faculty Assembly, may also be recommended for emeritus/emerita status upon retirement. The College Librarian and Director of the High Library should make a recommendation to the DoF-APSL who will seek the advice and recommendation of the Professional Standards Committee. The DoF-APSL will convey their recommendation and that of the Professional Standards Committee to the Provost-VPAA, who will recommend to the President.

An individual accorded emeritus/emerita status is entitled to faculty privileges regarding the use of the library, parking permits, special rate on lunch meal tickets, and sports/recreational facilities. The individual has the right to be included in the Convocation and Graduation ceremony processions, and, on request, may be granted office space if such space is available.

Like other members of the faculty, emeritus faculty are required to abide by the standards of conduct outlined in Chapter 5. Charges of misconduct against an emeritus/emerita faculty member will be handled according to the formal complaint and resolution process outlined for tenured faculty in Chapter 2, Section II. A: *Release of Faculty Members Charged with Unsatisfactory Performance or Unprofessional Conduct*. An emeritus/emerita faculty member found to have violated the College's Standards of Conduct may be subject to disciplinary action up to and including the revocation of emeritus status.

C. Faculty Offices

The assignments of faculty offices is the responsibility of the Provost-VPAA who will, prior to the beginning of the fall term, assign such space as is available in accordance, so far as is possible, within the following guidelines:

- a) A faculty member may expect to be allowed to retain their office from year to year unless their assignment to that office was designated as temporary. However, a faculty member who is retiring as Dean of a school may have to release their office to the new Dean if it is the only available office particularly suitable for the Dean of the school.
- b) Faculty on leave and not in residence may expect their offices to be assigned to others during their absence.
- c) If pressures on office space for regular faculty members require it, faculty on leave of absence, but in residence, may be asked to make their offices available to active faculty during such leave.

D. Copyright Policy

The College expects faculty members to abide by all copyright laws and regulations. Guidelines for copyright laws regarding written and microfilmed materials are available from the Librarian, and regarding media from the Senior Director of Information & Technology Services.

E. Research Misconduct and Human Subject Protection

The Judicial Council of the Faculty Assembly is responsible for the investigation and adjudication of all alleged faculty research misconduct complaints.^{xviii}

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Examples include, but are not limited to, the following:

- Fabrication is making up data or results and recording or reporting them.
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record (i.e. the record of data or results that embody the facts emerging from the research, and includes, but is not limited to, research proposals, progress reports, abstracts, theses, oral presentations, internal reports, journal articles, and books).
- Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- Research misconduct does not include honest error or differences of opinion.

1) Policy

Elizabethtown College is committed to the preservation of research integrity and the preservation of peer review. Consistent with that commitment, research misconduct, as defined in this section, is prohibited.

2) Procedure

Allegations of research misconduct, other than those related to human subjects, must be submitted in writing directly to the Chair of Judicial Council for investigation. Judicial Council's investigation and adjudication of research misconduct shall be guided by Public Health Service Policies on Research Misconduct (42 Code of Federal Regulations 93), 42 CFR 93.

After completing their investigation, Judicial Council will render a decision of "Sustained" or "Not Sustained." In the case that the decision is "Sustained", Judicial Council shall also recommend any appropriate sanctions or no sanctions at all. The decision and recommendation (if any) shall be reported in writing to the President of the College, the complainant, the Research Integrity Officer, and the faculty member concerned. The College's designated Research Integrity Officer shall be the AP-IEI.

Human Subject Protection

The Institutional Review Board (IRB) was established for the purpose of protecting the human rights of research participants. Persons who are responsible for conducting research involving human subjects must receive IRB approval.

1) Policy

Elizabethtown College is committed to supporting research that follows the principles of scientific investigation. It will investigate allegations of human subject abuses or conflicts of interest.

2) Procedure

All research defined by HHA regulations, 45 CFR 46 involving human subjects must be presented to the IRB for review. Any deviation from the policies regarding human subject's research must be reported to the IRB. If the IRB determines that the allegation of deviation is of substance, a written report is given to the Judicial Council of the College for inquiry and investigation. Judicial Council will investigate and report to the President of the College and the Research Integrity Officer, as described in section P.1.b.

F. Intellectual Property Policy and Procedures

1) Intellectual property policy

Traditional Works of Scholarship (by faculty), either patentable or copyrightable, are owned by the creator(s)/inventor(s).

College Works (except Traditional Works of Scholarship) are created by a faculty member under an agreement with the College. Ownership of such work is subject to the terms of the agreement.

Sponsored Works are sponsored by external grants/contracts. Ownership will be determined by the applicable terms of the funding agreement.

2) College Use of Intellectual Property

Traditional Works of Scholarship: Creator(s)/inventor(s) grant the College royalty-free rights to use, copy, distribute, edit, and display Traditional Works of Scholarship either patentable or copyrightable, including on-line instructional materials, created for ordinary classroom and program use, such as syllabi, course descriptions, assignments and tests, for administrative purposes only. Such rights remain in effect while the faculty member is employed by the college.

Sponsored Works and College Works: College use of Sponsored Works and College Works is subject to the applicable agreement in place.

3) Copyright

Regarding copyright, the College is guided by AAUP's 1999 Statement on Copyright (See Appendix 1). Faculty member(s) has the right to negotiate with the College regarding securing and commercializing of copyrightable material.

4) Patents

Once a faculty member has developed what they believe to be patentable subject matter – whether it be a Traditional Work of Scholarship, a College Work, or a Sponsored Work - the faculty member must prepare an invention disclosure and arrange to meet with the AP-IEI to discuss the invention.

If the patentable subject matter is a College Work or Sponsored Work subject to the agreement in place, the College shall have the right, but not duty, to determine if the College will collaborate with the faculty member in securing intellectual property protection. If the College fails to exercise this right within 90 (ninety) days of the initial meeting, all rights retained by the faculty member and any rights the College may have had are extinguished. If the patentable subject matter is a Traditional Work of Scholarship, at the time of the disclosure the faculty member can request (but is not required to request) that the College determine if it will collaborate with the faculty member in securing intellectual property protection.

If the faculty member and College determine that they wish to protect the patentable intellectual property, the College will pay the fees and expenses associated with such patenting and the inventors will be required to assign the invention to the College.

Any payments to the College received from assignment or licensing of the invention will be handled as follows:

- a) Any revenue derived from the property will be used to reimburse the College's expenses used to obtain (and maintain) the protection.
- b) Once these expenses have been paid in full then any remaining money from the initial payment and later received payments will be divided evenly (50/50) between the College and the faculty member (unless other terms have been agreed upon in advance).
- c) Unless other terms have been agreed upon in advance, of the 50% of the net revenue that will be retained by the College, 75% of that money would go directly to the College (unrestricted annual fund) and the remaining 25% would go to the faculty member's academic or administrative department(s) to support research, teaching and/or programmatic budgets.

G. Grievance Procedure for Faculty^{xix}

1) Intent

It is the declared objective of Elizabethtown College to encourage the fair and equitable resolution of grievances. In the interest of maintaining harmony and cordiality within a campus environment and in order to affect a prompt and efficient resolution of grievances, the President of Faculty Assembly and the appropriate Councils, acting in behalf of the faculty, are to make available to one another all known relevant facts.

A grievance may be filed by a faculty member, a group of faculty members, or an appropriate Council. A Council may also present a policy grievance at any step of the grievance procedure. A grievance may be directed toward any person or group(s) of individuals responsible for interpreting and/or applying the provisions of the *Faculty Handbook* with the clear recognition that the provisions of the *Faculty Handbook* are not contractual in nature.

2) Definitions

Under this procedure a grievance is a written allegation based upon evidence that there has been a violation, misinterpretation, or improper application of identified provisions of the *Faculty Handbook* unless agreed to be exempt.

Sections exempt from the grievance procedure include any existing provisions for which the faculty has previously accepted grievance procedures or an appeals process. These include Promotion and Tenure Policies, Affirmative Action Program, Title IX, Sexual Discrimination, Harassment Policy, Merit Pay, Senior Merit, Sabbatical Leave and Junior Leave.

Sections of the *Faculty Handbook* subject to this policy include:

- a) Chapter 1: Dean
- b) Chapter 2: Academic Freedom; Search/Appointment/Orientation (with respect to procedural violations only); Personnel Records; Responsibilities/Expectations, Reappointment.
- c) Chapter 3: Financial Matters and Benefits (excluding items covered by a separate appeals process).
- d) Chapter 4: Academic Policies and Procedures. These sections specify certain responsibilities, rights, performance, or compensation expectations of the faculty member. Such personnel expectations or rights are subject to this policy, while the actual topic of the provisions is not.

As new sections are added to the *Faculty Handbook*, they are covered unless exempted. Such exemptions are to be reviewed by the administration and Personnel Council and agreed to be exempt.

3) Procedure

Step 1: Individual members of the faculty and/or the appropriate faculty councils may present an informal grievance at the immediate administrative level or to the Dean. This grievance should be made as soon as possible, but no later than two weeks from the date of the alleged grievance.

Step 2: Should there be no informal resolution of the grievance at Step 1 within ten days of the presentation of the grievance, the grievant(s) and/or the appropriate Faculty Council may prepare a written statement which specifies (1) the date of the informal grievance, (2) the nature of the grievance, (3) provision of the *Faculty Handbook* which has allegedly been violated, (4) facts and/or evidence related to the grievance, and (5) the remedy desired. This statement is to be submitted to the Provost-VPAA of the College. A copy of the grievance is also to be sent to the President of the Faculty Executive Council and to the Human Resources Office. This written statement is to be submitted within thirty college working days. Within ten college working days after the filing of the written grievance, the Provost-VPAA is to schedule a meeting with the grievant and a college designee chosen by the grievant. Within ten college working days after the meeting, the Provost-VPAA is to submit a written response to the grievant(s), the President of the Faculty Executive Council, and the Human Resources Office.

Step 3: If the grievance is not satisfactorily resolved in Step 2, the grievant(s) or the appropriate faculty council may, within ten college working days after receiving the written reply from the Provost-VPAA, submit a written request to the President of the College and the President of the Faculty Assembly to designate a committee of three neutral individuals agreeable to all parties from within the college community to attempt to mediate a resolution with which both parties can agree. (The President of the College may, at their discretion, authorize selection of individuals from outside the college community.) In such discussions the President of the Faculty Assembly, the Provost-VPAA, and/or other college individuals may be present by choice of either party or the mediating committee. Should this body fail in its attempt to mediate a resolution, it shall submit a full report of its efforts to the President of the College, the parties concerned, and the President of the Faculty Assembly together with its recommendation to the President of the College for a resolution. After receiving this report, the President of the College shall meet with the grievant(s) and shall within ten working days following receipt of this report give a written response to the parties concerned, with copies to the Faculty Executive Council, Provost-VPAA, and Human Resources Office. If the President of the College does not uphold the grievance, they shall report their decision to the Executive Committee of the Board

No provision of this procedure or of the *Faculty Handbook* denies any individual any rights granted under the law.

Chapter 4: Academic Policies, Procedures, and Judicial System

I. Academic Policies and Procedures

A. Course Syllabi

The DoF-APSL maintains a file of all course syllabi for the current academic year. An electronic copy of each syllabus is to be submitted to the DoF-APSL. All syllabi should be reviewed by the Dean before submission. The DoF-APSL will forward the files to the Library where an archive of course syllabi is maintained for internal campus use. The list of “**essential information**” for all course syllabi, as approved by the Academic Council, can be found below:

1) Essential Information

- a) Number and Name of Course
- b) Date (e.g., Fall 2021)
- c) Instructor Information
 - i. Name
 - ii. E-mail address
 - iii. Office location and phone number
 - iv. Office hours
- d) Textbook and other required materials
- e) Reference books and collateral reading
- f) Statement on acceptable documentation standards
- g) Required participation outside hours the course is normally scheduled (e.g., for field trips, special sessions, etc.)
- h) Statement on school closure (A general statement that you will initiate a virtual learning experience – Canvas discussion, independent reading, film viewing, assignment completion, written response to thematic prompt, etc. – for when classes are cancelled, delayed, or the college closes.)

- i) Special projects and instructional techniques
- j) Any prerequisites

2) Course Coverage

- a) Course content in broad outline
- b) Readings to be covered
- c) Daily assignments, other activities, projects, etc. (Optional)

3) Student Learning Outcomes

- a) Statements of the knowledge, skills, and dispositions the student is expected to have obtained at the completion of the course.
- b) Student learning outcomes should be observable and measurable.

Generally speaking, course objectives are statements of intent that shape the instructional activities that will occur throughout or at various times during a semester, e.g. introduce students to American governmental institutions. Student Learning Outcomes (SLOs) refer to statements of what students should know and be able to do specifically at the end of instruction, e.g. explain the purposes, operations and effects of the checks and balances system. If faculty members are unsure about what SLOs to use for specific courses, they should refer to school SLOs for courses in the major or SLOs in the appropriate Area of Understanding for courses in the Core Program.

4) Policy Statements

- a) Grading policy and standards
 - i. Relative weight of each course assignments or components
 - ii. Quantitative or qualitative standards expected for letter grades earned
- b) Attendance policy
- c) Examination policies
 - i. Dates of exams/tests - for evaluation purposes, it will prove useful to have some assessment of student performance graded by the end of the fifth week of the semester.
 - ii. Final exam [see the college's Final Exam Policy (Chapter 4, Section H of the Faculty Handbook)]
 - iii. Make-up exams/tests

- d) Any other expectations of the student that could influence the grade

5) Statement on Plagiarism

Statement on academic dishonesty ([Elizabethtown College Catalog](#)), “Standards of Academic Integrity” or “Academic Integrity at Elizabethtown College” ([Student Handbook](#)).

6) Statement on Disability

Course syllabus statement on Disability (see following) – required for all courses

COURSE SYLLABUS STATEMENT ON DISABILITY

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of the Learning Zone & Disability Services, Lynne Davies, by phone (717-361-1227) or e-mail daviesl@etown.edu. If your documentation meets the college’s documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class.

NOTE TO FACULTY:

To ensure that all students with disabilities have been informed of the procedure, faculty should read the above statement from the syllabus to each class at the beginning of each semester.

Faculty and staff need to maintain strict confidentiality about a student’s disability and implement accommodations in such a way as not to compromise a student’s confidentiality.

7) Statement on Religious Observances

Course syllabus statement on religious observances (see following) – required for all courses

COURSE SYLLABUS STATEMENT ON RELIGIOUS OBSERVANCES

The College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with the class instructor in advance to request accommodation related to your religious observances that may

conflict with this class, and to make appropriate plans to make up any missed work.

B. Procedures for Approval of New Courses and New Programs and for the Revision of Current Programs

A curricular proposal must be submitted to Academic Council for any and all curriculum alterations, including changing the number of credits in a major/minor, changing required or elective course for a major/minor, changing credit values of courses in the program, or otherwise altering a program.

1) Preliminary Review by Resources and Strategic Planning Council

New programs, those leading to an academic degree or certificate not currently in existence at Elizabethtown College, as well as existing programs that are being revised in a way that will markedly change the program and/or require a change in resource allocation, must be submitted to RSPC prior to preparation and submission of a formal proposal to Academic Council. RSPC will conduct preliminary reviews of all new programs to confirm fit with mission or strategic plan, establish feasibility of structure and budget, and assess market demand. Preliminary proposals to RSPC should include:

- a) Name, brief description of the program, how it fits with mission of the institution, and where it will be housed.
- b) Market demand for the program and distinctive features of the proposed program at Elizabethtown (work with AP-IEI for this information).
- c) Likely career opportunities for graduates of the program (work with AP-IEI for this information).
- d) Start-up costs and cost analysis for the program (work with Senior Vice President of Administration & Finance and AP-IEI for this information). Submit the Cost Analysis worksheet with the proposal.
- e) Comment on potential for collaboration with SGPS or note other distinctive aspects of the program.

Following receipt of a complete preliminary proposal, RSPC will complete its review in a timely manner (within 30 days) and submit a written recommendation to the author(s) of the proposal and to Academic Council.^{xx}

2) Experimental Courses in the 170-370 Series

Experimental courses require the approval of both the Dean of the faculty member offering the course and the DoF-APSL. 170- and 370-courses may be

offered no more than three times under this category, after which they must be submitted to Academic Council for approval as permanent additions to the curriculum.

Courses numbered 170-179 are experimental courses at the first- or second-year level. Courses numbered 370-379 should be designed as experimental and innovate courses for the junior or senior level. The 370 courses can be used as a substitute for a requirement of the major. If used as a substitute for a major requirement, that information must be included in the information provided to the Dean, DoF-APSL, and to office of Registration and Records.

3) Steps for Presenting New Programs or Courses

- a) Step 1: Prepare program or course proposals according to the Academic Council guidelines.
- b) Step 2: Secure school approval.
- c) Step 3: Dean submits the proposal to Academic Council as noted below.
- d) Step 4: Academic Council considers the proposal and approves, denies, or requests additional information/resubmission.
- e) Step 5: If approved, Academic Council minutes reflecting the changes are presented to Faculty Assembly for affirmation. If this final step (approval by the Faculty Assembly) occurs prior to March 1st, then changes can be included in the online Catalog and implemented for the following academic year.

4) Proposal Requirements

Academic Council requests the following items from those schools submitting proposals for curriculum changes:

- a) An executive summary or cover letter of the proposal that includes a brief rationale for the changes and includes the following items:
 - i. A list of previously approved courses that will be deleted. Note if any courses deleted from the curriculum will be retained in the catalog; otherwise, the assumption is that they will be deleted.
 - ii. A list of previously approved courses that will be maintained.
 - iii. A list of previously approved courses that will be altered in content or credit value.
 - iv. A list of courses that require approval as new courses.

- v. Suggested order of review for all documents comprising the proposal.
- b) A more detailed explanation of program changes, including detailed rationale that explains how these changes will improve the program. Please include a comparison with similar programs at peer institutions, if applicable.
- c) Catalog copy of the revised program description.
- d) A completed course proposal form and syllabus for each course requiring approval. Please refer to the guidelines and use the proposal form for new courses.
- e) A comprehensive assessment plan that includes a timetable and methodology, methods of assessment, and coverage of all program Student Learning Outcomes (SLOs). Note that the plan will be first reviewed by the Educational Assessment Committee.^{xxi}
- f) A complete staffing spreadsheet that addresses the proposed changes.
- g) Proposals for new majors (or minors) must also satisfy the Specific Guidelines for Majors or Minors (see below).

5) Submission Documents

All curricular proposals must be submitted electronically by the Dean to the Chair of Academic Council. Submission from the Dean's Elizabethtown College e-mail address will signify Dean approval.

For your convenience, the following materials are posted in the Academic Council folder on the t: drive:

- a) Form for Submission of a New or Revised Course Proposal
- b) Essential Information for All Course Syllabi
- c) Essential Guidelines for Curriculum Modification Proposals
- d) Specific Guidelines for Majors
- e) Specific Guidelines for Minors
- f) Comprehensive Assessment Plan Template^{xxii}
- g) Staffing Spreadsheet
- h) Sample Four-Year (semester-by-semester) Projected Course Schedule (Engineering)

- i) Sample Advising Check Sheet (Engineering)

6) Specific Guidelines for Majors and Minors

Definition of Major: A major identifies a college student's principal field of academic specialization. The major requirements consist of a specifically designed collection of prescribed course requirements having a coherent focus in a single discipline or in related disciplines. Generally, a major encompasses one-third of students' total credit requirements for graduation. Exceptions to this will be made when programs can justify the additional credit needs (such as might be needed to meet external accrediting agencies). Students must complete at least one major in order to graduate from the college. All completed majors will be recorded on the student's official transcript. Coursework completed for a second major must include at least 16 credits of coursework different from those credits required for the first major.

Majors may include tracks and/or concentrations.

A **track** is a curriculum component that defines an emphasis leading to an area of specialization within the academic discipline of a major. Generally, the track requirements consist of a prescribed and coherent collection of coursework, encompassing one-half or more of the total credits required to complete the major. Due to credit requirements associated with tracks, students generally complete only one track within a single major. Completed tracks are recorded on the student's official transcript.

A **concentration** is a curriculum component that focuses on a sub-discipline within an academic major. A concentration is often the result of attention to a single subject area within a multi-dimensional major. The concentration requirements consist of a prescribed and coherent collection of 12 or more credits of coursework in addition to the basic or common requirements for the major. Only one concentration will be officially recorded for each completed major. Multiple concentrations may be included on a student's résumé.

Academic Council considers the following factors in evaluating proposed majors:

- a) Does the major reflect a definable and distinct body of knowledge?
- b) Are the objectives appropriate to the mission of the college?
- c) Are the breadth and depth of the major appropriate to a baccalaureate curriculum?
- d) Does the program fit the qualifications of the faculty?

- e) Does the program have adequate resources on campus (determined in consultation with the director of the library and other appropriate persons)?
- f) Does the program satisfy cost effective expectations of the college, including consideration of enrollments, staffing, course proliferation, duplication of course content and exceptional costs?

Proposals for Majors should include:

- a) A rationale for the institution of the major
- b) A rationale for the structure of the major requirements
- c) A listing of courses required in the major in the form of an advising check sheet
- d) A projected four-year course schedule (semester-by-semester) for beginning students in the program; note the latest point when a student could begin the program and still graduate after eight semesters
- e) Analysis of available resources

Definition of Minor: A minor represents a secondary area of academic specialization outside the student's major. A minor is not as comprehensive or intensive as a major, but nonetheless, it is a coherent course of study that results in a depth of knowledge and level of competency worthy of recognition. Typically, minors require 18 to 24 credits of coursework. Students may complete one or more minors. All completed minors will be recorded on the student's official transcript. Minors must be selected in disciplines outside the discipline of the student's major. Coursework completed for the minor must include at least eight credits of coursework different from those credits required for the student's major and/or another minor. Like majors, minors can also have tracks that define an emphasis leading to an area of specialization within the academic discipline of a minor. A track represents a prescribed and coherent collection of coursework encompassing half or more of the total credits required to complete the minor.

Academic Council considers the following factors in evaluating proposed minors:

- a) Does the program reflect a definable and distinct body of knowledge and present a coherent course of study that leads to a level of competency worthy of recognition?
- b) Does the completion of the minor result in acquisition of the depth of knowledge in the area represented by the minor?

- c) Is the number of credits and the specific requirements for the proposed minor appropriate?
- d) Does the proposed curriculum require specific courses in the methodology of the discipline represented by the minor?
- e) Does the proposed curriculum require upper division courses in the minor (i.e., 300 and/or 400 level courses)?

Proposals for Minors should include:

- a) A rationale for the institution of the minor
- b) A rationale for the structure of the minor requirements
- c) A listing of courses required in the minor in the form of an advising check sheet
- d) A projected four-year course schedule (semester-by-semester) for beginning students in the program; note the latest point when a student could begin the program and still graduate after eight semesters
- e) Analysis of available resources

C. Student Course Loads

Since the completion of at least 125 credits of course work is required for a degree, the normal/average course load for a full-time student is approximately 16 credits for each of the eight semesters. A student enrolled in 12 or more credits per semester is considered a full-time student. A student enrolled in fewer than 12 credits per semester is considered a part-time student.

Students may carry up to 18 credits of work in a semester or eight credits in a five/six-week summer session. Students desiring to take credits in excess of these limits must have achieved a cumulative grade point average of 3.2 or above or have the approval of the Dean of their School. The maximum load is 20 credits in a semester or 12 credits total for all summer sessions. An additional fee is charged for credits above 18 for which a student is enrolled in a given semester.

D. Evaluation of Student Performance

Evaluation of each student's performance is a vital part of the process of learning. It is the responsibility of each instructor to evaluate their students' performance in each course and to submit final course grades to the Registration and Records Office by the announced deadline for each course.

Instructors are expected to provide regular appropriate means of assessment of student progress. Papers and tests are to be read and returned promptly with constructive written comments. Instructors are to be available at scheduled hours throughout the week to talk with students individually about their work.

E. Requiring Written Work

The faculty has noted the need to improve the written expression of students at the College. Therefore, the faculty is committed to requiring written work in all courses where such work is at all feasible. Written work could take the form of any or all of the following:

- a) essay questions on exams
- b) formal papers
- c) a senior thesis for majors in the program

F. Class Attendance and Withdrawal Policy

1) Class Attendance

Class attendance is handled individually by faculty members. Faculty will establish their attendance/class absence policy for each class; this policy is to be announced at the beginning of each semester and included in the course syllabus.

It is the position of the College that the above-average student should be given some freedom of judgment as to their attendance needs, while the average student must be encouraged or required to maintain regular attendance.

The student is responsible for consulting the professor in the case of absences due to illness or other personal problems. When students will miss several days of class due to an illness or a family emergency that takes them away from campus, the Center for Student Success will, at the request of the student, notify the student's professors that the student will be away from campus. Upon return to campus, it is the student's responsibility to check with each professor regarding work missed.

A professor or the College may dismiss a student from a course for excessive absences. The student may appeal for reinstatement to the Academic Standing Committee.

2) Long-Term Absences

Long-term absences from all courses/campus may result in mandatory withdrawal from the College. After 15 consecutive class days of absence from all classes, a student is considered to have withdrawn from the College. (Students absent for verified medical reasons will be granted a Medical Withdrawal.)

3) Withdrawal Policy

Withdrawal from Classes: Students withdraw from classes through the Registration and Records Office. The course will not appear on the permanent record if the student withdraws on or before the end of the fourth week of the semester. From this time to the end of the eleventh week, a withdrawal will result in a grade of W. All withdrawals after the end of the eleventh week of the semester receive grades of W/F unless the withdrawal is from College and is for medical reasons, in which case a W is recorded for each course. A student may not withdraw from individual courses for medical reasons. A grade of W/F is calculated into the student average as though it were an F.

Withdrawal from College: Students who withdraw from the College during a semester also withdraw from all of their classes for that semester. Full-time students withdraw from the College through the Center for Student Success; part-time students withdraw through the Registration and Records Office. Students who withdraw during the semester are expected to leave the campus as of the effective date of their withdrawal.

For purposes of billing, room reservation, academic responsibility, etc., the effective date of withdrawal is the date on which the completed official notice is returned to the Center for Student Success or the Registration and Records Office. A student who withdraws without notification receives no refunds and may incur the full room penalty. Failure to comply with withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned.

Medical Withdrawal: A student may withdraw from the College for reason of a serious illness or similar, medically-related circumstances. Medical Withdrawal assumes an incapacity that prohibits acceptable academic performance, not simply a hardship or inconvenience. Such withdrawal requires written verification from a physician. Upon receipt of verification, a proportionate refund is granted.

Medical Withdrawal is withdrawal from the College and, therefore, from all courses. A student does not selectively withdraw from individual courses under the rubric of "medical withdrawal."

G. Grading System

Faculty members have the responsibility to determine grades. Faculty establish their grading policy at the beginning of each course and shares this policy with students in their classes. Grades are determined by the composite

result of classroom work, reading and written assignments, tests, etc. At the end of each semester each faculty member submits, for each of their students that grade which best represent the quality and quantity of work done.

1) Letter Grades

Grades are reported as A, B, C, D, F. Plus and minus distinctions are made. In addition, designations of I, II, W, WF, P, NP and AUD are used in appropriate situations.

| Letter Grade | Quality Points per Credit | Grade Definitions |
|--------------|---------------------------|-----------------------------|
| A | 4.0 | Distinguished |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Above Average |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Average |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Poor |
| D- | 0.7 | |
| F; W/F | 0.0 | Failure; Withdrawal/Failing |
| I | | Work Incomplete |
| II | | Integrity Issue |
| W | | Withdrawal from Course |
| P | | Pass |
| NP | | No Pass (Failure) |
| AUD | | Audit |

2) Incomplete Grades

Incomplete Grades may be assigned in response to a student's formal request; they are not volunteered by the faculty. The student and the professor sign a written agreement which specifies the nature and quantity of work to be completed and the projected date of completion. **Grades of "I" are given for extenuating circumstances only.** They are not assigned simply to allow additional time to complete required course work or to improve course grade.

All grades of "I" received in the fall semester must be removed by April 1. Those received in the spring semester or summer session must be removed by October 1. Failure to do so results in a grade of F.

3) Integrity Issue

If an integrity issue arises and a professor suspects the student of academic dishonesty, a grade of "II" can be entered. The grade will appear, nevertheless, as an "I" on the official record while the situation is resolved.

4) Pass/No Pass

Pass/No Pass Grading option is intended to encourage students to explore areas of study beyond those of their major or minor. Courses registered on the Pass/No Pass basis earn credits (for grades of P) but are not included in the calculation of the grade point average. Students may select one other course per semester to be graded in this manner under these conditions:

- a) A student must currently have junior or senior standing (60 or more credits).
- b) The student must have a cumulative average of 2.75 or higher.
- c) The selected course may carry no more than four credits and must be a free elective. It may not satisfy a Core Program requirement (no core courses can be taken Pass/No Pass) and may not be a course that could fulfill a requirement for the student's major or minor. However, if major/minor requirements are already met (i.e., completed, not in progress), then an additional course in the major/minor program can be taken Pass/No Pass.
- d) No more than four courses in total (excluding Physical Education Activity courses) may be taken under this grading option.

All students may elect to take Physical Education courses Pass/No Pass. Pass/No Pass registration must be completed during the first four weeks of the semester. Forms are available in the Office of Registration and Records. Once a course is registered under the Pass/No Pass option, it may not be changed. Grades of D- or higher are recorded Pass; grades of F are recorded No Pass. Students should be aware that courses taken Pass/No Pass may not be transferrable to other institutions.

H. Final Examination Policy

All academic courses are expected to conclude with a final examination administered during the assigned time of the Examination Period. Within the last three meeting days for classes (not for any individual course) prior to final exams, no unit tests or quizzes of any type may be administered. Due to the unique structure of courses involving laboratory examinations/practicals, a laboratory exam/practical can be given during these final three days prior to final exams. In addition, major papers and projects can be assigned due dates that fall within the last three meeting days for classes, providing the due dates are specified on the syllabus.

Laboratory sections, advanced seminars where an assigned paper or project is the major activity, performance classes where a recital or similar artistic performance is required, internships, and practicums may or may not have final examinations depending upon the judgment of the instructors. Any faculty member seeking an exception to the final examination rule for

academic courses shall first secure the approval of the Dean and then that of the DoF-APSL.

Students as well as faculty are expected to abide by the published examination schedule. However, students with 3 exams in one day may directly request of a professor that one exam be rescheduled during exam week. There is no obligation on the part of the faculty member to reschedule the exam. All requests for rescheduling an exam must be made at least 5 class days before the start of the final exam week. Students with 4 exams in one day may request that 1 or 2 of the exams be rescheduled following the same procedure. When a scheduling conflict cannot be resolved between professor(s) and student, the student may take their case to the Dean of their School.

I. Reporting and Recording of Grades

1) Due Dates for Grades

Grades are due at the times announced by the Registration and Records Office. These due dates are the times when grades should be entered electronically via JayWeb. Questions concerning or any difficulty in entering grades, should be directed to the Office of Registration and Records.

2) Informing Students of Grades

Students access their grades, electronically, at the end of the semester. Since the grade which a student receives should not be a matter of public knowledge, the practice of posting grades for the whole class is discouraged. If an instructor feels they must post grades, a random number system must be used; under no circumstances should student ID or social security number be used as the identifier.

3) Grade Changes

Grades are considered to be official at the time entered. Official grades can be changed only by successful appeal under the College's Grade Appeal Policy or an instructor's petition to the Dean of their School to correct a documented grading error. Grade appeals and evidence of grading errors must be submitted within 30 days of the date on which the grade was formally issued from the Registration and Records Office. Exception to the 30-day time limit requires formal petition to and approval of the Academic Standing Committee.

Requests for change of grade due to grading error must be documented including a full explanation of the grade miscalculation and the basis for the new grade. Miscalculation of grade is the only acceptable basis for granting a change of grade. Receiving extra work after the course has formally ended as a means of effecting a grade change is patently unfair to other students and is

not allowed. Grade changes intended to improve a student's semester, major, minor and/or cumulative GPA are also inappropriate and will not be accepted.

Request for Change of Grade forms are available from the Registration and Records Office. The Dean will forward approved grade changes to the Registration and Records Office for processing.

J. Early Warning System

Mid-term grade reports are not issued. Instead, an early warning system is used. All students having earned a D or F in 100 or 200 level courses at the end of the fifth week of the semester will be notified so that they may counsel with the instructor, their advisor and/or the Center for Student Success for aid in improving the grade. These reports are not part of the student's permanent record. Giving a student an early warning has no negative consequences. Copies of the notices are sent to the student and the advisor. Official grades are submitted only at the end of the semester.

K. FERPA

All employees may have access to student records which contain individually identifiable information, the disclosure of which is prohibited by FERPA. The willful or intentional disclosure of this information to any unauthorized person could subject employees to criminal and civil penalties imposed by the law; it also violates the College's policy and will result in disciplinary action, up to and including termination. A copy of the guidelines for compliance with FERPA is available in the Registration and Records office.

L. College Calendar

The Elizabethtown College calendar is constructed to include a fall semester that ends before Christmas and a spring semester that begins in mid-January. The fall and spring semesters include a minimum of 14 class meetings on each day Monday-Friday for 14 weeks and 4 days for final exams. Appropriate amounts of time are provided in each semester for vacation, rest and reading.

The following holidays are observed: Labor Day, Thanksgiving (Thursday and Friday), Christmas Eve and Christmas Day (the College normally closes between Christmas Eve and New Year's Day), New Year's Eve and New Year's Day, Martin Luther King Day, Good Friday, Easter Monday, Memorial Day, and Independence Day. Graduation is celebrated on a Saturday in May.

The College also has a May term, with classes scheduled during a 3-week period. Winter and summer online terms are scheduled for varying lengths of time to offer flexible learning options.

M. Daily Class Schedule

Classes are scheduled from 8 a.m. to 5 p.m., Monday through Friday; in addition, there are evening classes scheduled Monday through Thursday. Wednesday from 11:00 a.m. to 12:00 noon is reserved for the College Assembly Period; no classes or regular committee meetings are to be scheduled during that time period. Tuesday and Thursday from 3:30 to 5:00 p.m. is designated for meetings.

Monday Wednesday Friday classes meet at 8 a.m., 9:30 a.m., 11:00 a.m., 12:30 p.m., 2:00 p.m., 3:30 p.m. and Tuesday Thursday 80-minute classes meet at 8 a.m., 9:30 a.m., 11:00 a.m., 12:30 p.m. 2:00 p.m. All class meeting times are coordinated into the master schedule of classes and assigned by the Registrar in consultation with the Deans.

N. Cancellation of Classes

Faculty members are expected to meet their classes at the time at which they are scheduled. Classes canceled due to illness of a faculty member should be held at a later date or electronically. Long-term illnesses must be reported to the Dean and the DoF-APSL so that arrangements can be made for a substitute. (Refer to Chapter 3, Section 2, A. Faculty Specific Leaves)

Classes canceled due to off-campus activities, weather, or other emergencies should be treated in the same manner as absences due to short-term illness.

II. Academic Judicial System

Responsibility for judicial matters of an academic nature is assumed by the Academic Standing Committee.

A. Academic Standing Committee

The Academic Standing Committee is composed of four faculty members, the Provost-VPAA or designee, and two professional members of the Center for Student Success, who serve in an advisory capacity but without vote in committee decisions. This committee handles matters related to academic probation, academic dismissal, readmission, and divergence from the standard academic curriculum of the College.

B. Academic Due Process

At Elizabethtown College, academic due process is understood to include the following student rights:

- a) With regard to grading
 - i. To receive specific explanation of the manner in which a course grade was determined.
 - ii. To appeal a course grade if the student believes that grade was influenced by matters other than academic performance, class attendance, and punctuality in submitting assignments.
- b) With regard to academic dishonesty:
 - i. To receive a written notification specifying the nature of the infraction and the recommended penalty.
 - ii. To request a hearing before the Academic Standing Committee when found by a faculty member to be in violation of the standards of academic integrity and to receive a written statement from that Committee summarizing the findings of the Committee and its disposition of the matter.
 - iii. To request a hearing before the Academic Standing Committee when recommended for academic dismissal due to cheating, plagiarism, or other violations of the standards of academic integrity.
 - iv. To inspect any information on file dealing with incidents of academic dishonesty attributed to that student.

C. Standards of Academic Integrity

Elizabethtown College assumes that its students will act honorably and will conduct themselves accordingly. Students are expected to adhere to the Pledge of Integrity adopted by both the Student Senate and the Faculty Assembly.

1) Elizabethtown College Pledge of Integrity^{xxiii}

I pledge to respect all members of the Elizabethtown College community, and to act as a responsible member of the College community. I pledge to respect the free exchange of ideas both inside and outside the classroom. I pledge to represent as my work only that which is indeed my own, refraining from all forms of lying, plagiarizing, cheating, and academic dishonesty.

As members of the Elizabethtown College community, we hold each other responsible in the maintaining of these values.

2) Academic Dishonesty

Academic Dishonesty - including cheating and plagiarism - constitutes a serious breach of academic integrity. It is expected unequivocally that all academic work be the honest product of the student's own endeavor. Only in this way can students reveal authentic achievement and potential to an instructor. Cases of academic dishonesty are handled individually and according to the circumstances of the violation; however, students who violate the standards of academic integrity can expect a grade of "F" in the course and/or possible dismissal from the College.

Cheating is defined as the giving or receiving of unauthorized information as part of an examination or other academic exercise. What constitutes "unauthorized information" may vary depending upon the type of examination or exercise involved, and the student must be careful to understand in advance, what a particular instructor considers to be "unauthorized information." Faculty members are encouraged to make this definition clear to their students.

Plagiarism is defined as taking and using the writings or ideas of another without acknowledging the source. Plagiarism occurs most frequently in the preparation of a paper but is found in other types of course assignments as well.

Other Forms of academic dishonesty include (but are not limited to) fabrication, falsification, or invention of information when such is not appropriate. Knowingly helping or attempting to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such.

D. Procedures for Dealing with Cases of Academic Dishonesty

1) Schedule an Initial Conference

When you discover evidence of academic dishonesty, schedule an informal conference as promptly as possible with the student or students involved. If a face-to-face meeting is not possible, this "conference" can take place via email. If you are unable to schedule a conference before grades are due, a grade of "II" (Integrity Issue) may be assigned in the interim. The "II" grade will be converted behind the scenes to an "I" grade so that when a student views their grades or requests a transcript, the course will appear as incomplete until the Integrity Issue is resolved and replaced with the new grade. If the student confirms their academic dishonesty in the initial conference, then the procedure continues with the written notification step that follows.

2) Second Conference

If, in the informal conference, the student denies academic dishonesty, but you are satisfied that there is evidence of academic dishonesty, then schedule a second conference with the student. In cases involving more than one

student, either individual or group conferences may be appropriate depending on the particular circumstances of the case. This conference should include the Dean or a senior faculty member in the School in instances involving the Dean. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as an observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting.

3) Written Notification

If, following either the first or second conference, you are satisfied that there is proof of academic dishonesty, you must follow-up by giving the accused student(s) written notification specifying the infraction and the recommended penalty. Copies of this notification are sent to your Dean and the DoF-APSL. If the Dean does not agree with your conclusion of academic dishonesty or with your recommended penalty, then both you and the Dean must provide written notification, with rationale, to the DoF-APSL. The DoF-APSL will review the matter and recommend action and will inform the student, in writing, of the recommended action.

4) Academic Standing Committee

The accused student(s) will have the alternative of (1) accepting the penalty recommended by the faculty member or the DoF-APSL [in the case of a difference between the faculty member and the Dean (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the DoF-APSL within five business days of receipt of the notice of information. In no case may the Academic Standing Committee impose a penalty more severe than the one imposed by the instructor, Dean, and/or the DoF-APSL.

5) Dismissal

Beyond the penalty imposed for the individual course, the DoF-APSL will review each case of academic dishonesty and exercise judgment as to whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College. If it is the DoF-APSL's judgment that academic dismissal is appropriate, the DoF-APSL will notify, in writing, both the student and the Academic Standing Committee of their decision and the factors that influenced that decision. In the event of dismissal, the student will have the option of (1) accepting the DoF-APSL's decision, or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the DoF-APSL within five business days of receipt of the DoF-APSL's decision. The decision of the Academic Standing Committee is final.

6) Other Instances

All forms of dishonesty in academic matters are violations of the Standards of Academic Integrity and are the concern of the Academic Standing

Committee. Inappropriate actions, for example, lying to college officials or forgery of advisors' signatures, are violations equivalent to cheating and plagiarism in course work. Such dishonesty will be dealt with following the general procedures set forth above. Cases are reviewed individually and according to the circumstances of the violation; however, possible penalties include suspension or dismissal from the College.

E. Procedures for Grade Appeals

If a student believes that a final grade has been influenced by matters other than academic performance, class attendance and punctuality in submitting assignments, then the following steps are to be followed:

1) Initial Conference

The student may request an informal conference with the instructor to discuss the matter. If the student and the faculty member reach consensus on a grade change, then the procedure continues with the written notification step that follows.

2) Second Conference

If the student is unsatisfied with the outcome of the informal conference, then the student may submit a request in writing for a meeting on the matter to the Dean of the faculty member's School (or a senior faculty member in the school in instances involving the Dean). For the meeting, the student shall prepare a written statement outlining the basis for the appeal. A request for the meeting must be submitted within 30 days of the date on which the grades are formally issued from the Office of the Registration and Records. The student also has the right to have a faculty member, another student, or a member of the Center for Student Success present as an observer. Due to the nature of this second conference, it should be scheduled as a face-to-face meeting. The decision regarding the course grade in question will be made by the faculty member in consultation with the Dean.

3) Written Notification

Following either the initial conference or the second conference, as appropriate, the faculty member will provide the student written notification of the decision. A copy of this notification is sent to the Dean and the DoF-APSL. Should the faculty member and the Dean not be in agreement, both the faculty member and the Dean will give written statements to the DoF-APSL explaining the reasons for upholding or altering the grade. The DoF-APSL will then review the matter and recommend action, and will inform the student, in writing, of the recommended action.

4) Academic Standing Committee

The student will have the alternative of (1) accepting the grade recommended by the faculty member or the DoF-APSL [in the case of a difference of between the faculty member and the Dean], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the DoF-APSL within ten business days of receipt of the notice of information. In no case may the Academic Standing Committee impose a grade lower than the one originally accorded by the faculty member or the DoF-APSL, as the case may be. The Academic Standing Committee's decision is final.

F. Advising System

Every student who is enrolled in a degree program is assigned an advisor. Effective advising of students is considered one of the most important responsibilities of every faculty member. Each faculty member, whether assigned student advisees or not, should become knowledgeable of Core Program requirements, academic counseling and career services available to students, and should develop a familiarity with the total curriculum. Each faculty member should maintain regular, scheduled office hours dispersed throughout the week when they are available to students.

All advisors work closely with students during the preregistration period for course selection for the coming semester. Consultation with the advisor also occurs during the drop-add period at the beginning of each semester. Advisors also provide assistance in regard to graduate or professional school and/or career planning.

1) First-Year Advising Program

The First-Year Advising Program is designed to touch on all aspects of the First Year Student experience. The goal is to assist first year students in realizing the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the College to meet their special educational needs and aspirations.

2) Major Advising

Students who have declared a major are assigned an academic advisor from their major program. Students who have not yet declared a major are assigned an advisor from the Center for Student Success.

G. Classroom Codes

In most cases, the first position of each room number designates the building in which the room is located. The second position indicates the floor. For example, N203 is located on the second floor of Nicarry Hall; W370C is located on the third floor of Wenger Center. In addition, there are several special purpose facilities with more specific coding.

| Building or Facility | Code |
|-----------------------------|-------------|
| Brossman Commons | BC |
| Dance Studio | BSC |
| Esbenshade | E |
| Gibble Lecture Hall | GAUD |
| James B. Hoover | H |
| Center for Business | |
| Lyet | L |
| Musser | M |
| Nicarry | N |
| Steinman | S |
| Thompson | Th |
| Wenger | W |
| Young Center | YCntr |
| Zug Memorial | Z |

Chapter 5: Policies Relating to All Employees

The College policies listed in the chapter are relevant to Human Resources and are to be followed by all Elizabethtown faculty, professional staff, students, visitors and affiliates, as applicable.

I. General Employment Policies

A. Standards of Conduct

This policy establishes general standards of conduct that protect the interests and safety of all students, employees, and guests of the College. At all times, employees are to exemplify personal integrity, honesty, respect, and self-control with their actions. The conduct of employees has a direct bearing on their immediate work environment, the College Community and the general public opinion of the College. Therefore, it is imperative that employees conduct themselves in a manner that will withstand the sharpest scrutiny. This will require employees to exercise a high degree of personal responsibility and sound judgment. Employees are expected to respect the rights of others and conduct themselves in a professional and businesslike manner at all times.

Employees are responsible for their own conduct. Acts of willful unethical or illegal actions by an employee will not be tolerated. Instances of unacceptable conduct or unsatisfactory performance including, but not limited to fraudulent or egregious acts, neglect of duty, illegal or immoral conduct on or off the College premises which would bring unfavorable attention to the College, personal conduct that negatively affects the work environment, or serious violations of any College policy or procedure are grounds for discipline up to and including termination. In accepting employment at Elizabethtown College all employees will be held by these standards.

Examples of behavior that would violate Elizabethtown College's Standards of Conduct Policy, which are grounds for immediate termination, include, but are not limited to, the following:

- Threatening or committing acts of violence, stalking or intimidation.
- Concealing, falsifying, altering, misusing, destroying or removing records. This includes paper and electronic records.
- Theft of property of the College or other's property.
- Willful damage, abuse, or destruction of College property or the property of others.

- Direct or indirect use or misuse of College resources for unofficial or illegal purposes. Such resources include, but are not limited to, College funds and facilities, mail services, supplies, equipment, as well as College computers, networks, email, voice mail and all or other communication resources, credit cards and purchasing authority.
- Unauthorized possession, sale, or use of intoxicating beverages or drugs on College property, and/or reporting for work under the influence of intoxicating beverages or drugs, or other violations of the College's Drug-free Workplace Policy.

B. Violations of Conduct Policy

Individuals wishing to report violations or suspected violations may do so using one of the following methods:

- Via telephone to the Director of Human Resources
- Via telephone to the Elizabethtown College hotline at 855.696.1899
- Via email to hr@etown.edu

Any individual who in good faith reports a violation or suspected violation will not be subjected to retaliation, adverse employment or academic or educational consequence.

Employees who make reports not based on credible or concrete information and intended to harm an individual's reputation or standing may be subject to discipline up to and including termination. Actions taken by the College in response to any reported misconduct under this section will be in line with the College's Whistleblower policy.

C. ECTipline Policy

The [ECTipline](#) is a confidential, safe and secure process for students and employees to report suspected instances of illegal, noncompliant, or improper conduct. Reports may be submitted anonymously via the website, by phone or by letter 24/7. Note, this is not a general complaint tip line, it is for violations outside of current normal reporting procedures. More information about this policy can be found by visiting the [ECTipline](#) on the Etown College Human Resources webpage. <https://www.etown.edu/offices/human-resources/echotline/echotline-procedures.aspx>

II. Our Commitment to Inclusive Excellence and Diversity

A. Embracing Inclusive Excellence

[Inclusive excellence](#) (IE) is the recognition that an institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. It is a comprehensive approach that requires a fundamental transformation of the institution by infusing IE in every effort, aspect and level of the college.

B. Diversity Plan Principles

We strive to ensure that the members of the community are diverse in race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender identity and expression, age, and national origin. We also seek to provide our community members, especially our students, with educational opportunities, programs and services that are multicultural in content and expressive of a diverse life of experiences and worldviews that underrepresented groups bring to the learning environment. The College's affirmation to these [Diversity Plan Principles](#) upholds their commitment to maintaining and growing a diverse community of education.

C. Equal Opportunity/Affirmative Action

The College is committed to ensuring equal opportunity in all employment decisions, policies, and practices, and in educational programs and activities. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice and fairness.

Elizabethtown College does not unlawfully discriminate against employees or applicants for Employment on the basis of an individual's race, color, religion, age, disability, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression or any other categories protected by Federal, state or local laws. This commitment applies to all terms, conditions and privileges of employment as well as in the administration of its educational policies, scholarship and loan programs, and athletic or other College administered programs.

The College's Equal Opportunity/Affirmative Action statement is placed on all employment advertisements. Human Resources will serve in an advisory capacity for hiring purposes and will assist selection committees to identify these sources and ensure affirmative action objectives are met.

The Director of Human Resources serves as the College's Affirmative Action Officer (AAO) and has the responsibility to develop and monitor affirmative action and other equal employment opportunity programs. Management at every level including vice presidents, deans, directors, chairs, and supervisors must share in the responsibility for promoting affirmative action and equal employment opportunity to ensure that compliance is achieved.

D. Title IX

Elizabethtown College is committed to providing an educational and work environment in which all members of the campus community are able to participate without being subjected to discrimination on the basis of sex, sexual orientation, gender identity, or gender expression. Where the College learns that any such discrimination occurs, the College is committed to remedying the discrimination and its effects. Visit the College's [Title IX Sexual Harassment Policy](#) for more information and resources around the College's compliance with Title IX.

E. Americans with Disabilities Act (ADA)

Elizabethtown College is dedicated to providing reasonable accommodations to ensure equal access to employment and advancement opportunities for individuals with disabilities. In some cases, it may be necessary to request verification of disability from an appropriately credentialed health care professional in order to determine an appropriate accommodation. Some College positions may contain specific requirements that will be reviewed on a case-by-case basis to determine whether an otherwise qualified individual with a disability can perform the essential functions of the position.

Procedures

The Assistant Director of Human Resources is responsible for the coordination of requests from individuals with qualifying disabilities as defined by Section 504 of the Rehabilitation Act and Section 202 of the Americans with Disabilities Act.

The Assistant Director of Human Resources serves as the Employee ADA Coordinator (hereafter referred to as the ADA Coordinator) and is responsible for overseeing compliance with federal regulations. The Assistant Director of Human Resources also provides consultation relative to complaints of disability discrimination or noncompliance.

Definition: Individuals with Disabilities

The ADA broadly defines a covered disability in three different ways in terms almost identical to current federal law under the Rehabilitation Act. Specifically, an individual has a covered disability if the individual:

- “has a physical or mental impairment that substantially limits one or more major life activities of such individual”; or
- “has a record of such an impairment”; or
- “[is] regarded as having such an impairment.”

Identification: Individuals with Qualifying Disabilities

The College is committed to a reasonable approach in the identification of individuals with qualifying disabilities. Individuals requesting an accommodation may self-identify as having a disability at the time of hire or at any time during their employment.

Information provided at any time to the Human Resources Office is maintained in a confidential database. Medical records are always maintained in a file separate from the employee's personnel file.

Supervisors may request information pertaining to the inclusion and eligibility of an individual with a qualifying disability, or appropriate accommodations in the job by contacting the Assistant Director of Human Resources. Information regarding a disability will be released only on a need-to-know basis unless the employee signs a release of information form.

Documentation: Disabilities

A qualified individual with a disability may be requested, on a case-by-case basis, to provide documentation of the disability in order to receive necessary employment modification and/or reasonable accommodation. Documentation must substantiate limitation(s) to major life activity. Documentation of a qualifying disability may include, but not be limited to, a diagnosis by a qualified health care professional, a prognosis of the condition, the functional limitations imposed by a disability and recommendations for accommodations to enable the otherwise qualified employee to perform the essential functions of employment.

Employment Adjustments

The College will provide "reasonable accommodations" to applicants or employees with qualifying disabilities unless doing so creates an "undue hardship" for the College.

Determination and Provision of Reasonable Accommodations

The process of requesting a reasonable accommodation begins when an individual informs a supervisor, other College official or the ADA Coordinator of the need for an adjustment or change at work for a reason related to a qualified disabling condition. The employer is entitled to know that the employee has a qualifying disability for which a reasonable accommodation is needed. A qualified health care professional may be asked, on a case-by-case basis, to provide documentation with regard to physical or psychiatric disabilities.

When an employee requests an accommodation, the supervisor or other College official will contact the ADA Coordinator for consultation. After assessment and consultation with the supervisor, the ADA Coordinator will determine the appropriateness of the recommended accommodation.

The ADA Coordinator will then make a recommendation to the supervisor and other appropriate College officials in the department in which the employee is employed. The department official or other appointing authority will be responsible for implementing the approved accommodation as speedily as possible but not longer than 30 days unless extenuating circumstances prevail. Any delay in the provision of a reasonable accommodation will be explained to the Human Resources Office, which retains authority to authorize any extension of time for implementing the accommodation.

The ADA Coordinator will monitor the implementation of the accommodation for the first 30 days of its execution. If additional modifications are not required, the ADA Coordinator will put the file in an inactive status.

Requests for reconsideration of a reasonable accommodation decision can be made directly to the Human Resources Office. The College will be responsible for ensuring that the accommodation provided is an effective accommodation.

Complaint Procedures

Appeals of a reasonable accommodation decision made by the ADA Coordinator will be made to the Director of Human Resources, or to the Senior Vice President for Administration & Finance.

All allegations of discrimination that have their basis in the decisions of the ADA Coordinator shall be investigated in line with the College's Whistleblower policy.

III. Behavioral Policies

A. Policy Against Discrimination, Harassment, and Bullying

In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness. Elizabethtown College does not tolerate discrimination or harassment of any kind or bullying against any member of the Elizabethtown College community. The College is committed to the existence of a respectful, safe, and healthy work and learning environment and will ensure that federal and state laws, as well as College regulations prohibiting violence and discrimination, are fully enforced.

This policy is to be implemented throughout the College and is the responsibility of all departments and personnel, supervisory and non-supervisory. Failure to abide by this policy may result in disciplinary action, up to and including immediate termination of employment. Further, threatening, violent, discriminatory, or harassing conduct is subject to expulsion from or termination of employment from the College, or possible civil or criminal

prosecution. Please visit [The Policy Against Discrimination, Harassment and Bullying](#) for more information and details of the College's procedures regarding this policy.

Non-Discrimination

Elizabethtown College does not discriminate on the basis of an individual's race, color, religion, age, disability, national or ethnic origin, disability, genetics, protected veteran status, sexual orientation, gender identity and expression, sexual orientation, possession of a general education development certificate as compared to a high school diploma, political ideology, pregnancy, citizenship or any other categories protected by Federal, state or local laws. Discrimination or harassment of any kind is strictly forbidden.

Anti-Harassment

It is the College's policy that any type of harassment will not be tolerated. Harassment is defined as any behavior - verbal or physical - which creates an intimidating, hostile or offensive work, learning, or living environment, particularly if questionable behavior is repeated and/or if it continues after the offending party is informed of the objectionable and/or inappropriate nature of the behavior.

Harassing conduct includes, but is not limited to, sexual harassment, epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts, denigrating jokes and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature when:

- Submission to such conduct is made either implicitly or explicitly a term or condition of a person's academic or employment status;
- Submission to or rejection of such conduct by an individual is used as the basis for employment and academic decisions affecting such individual, or
- Such behavior has the purpose or effect of substantially interfering with the individual's academic or work performance or creating an intimidating, hostile or offensive classroom or working or academic environment.

Bullying

The College is committed to the elimination of all forms of bullying and will ensure that procedures exist to allow complaints of bullying to be dealt with and resolved without limiting any person's entitlement to pursue resolution of their complaint within the relevant statutory authority.

Reporting Procedures

Any employee who believes they are being subjected to discrimination, harassment (sexual or other discriminatory harassment) or bullying shall report the situation to their supervisor or the Director of Human Resources. A complaint should be made in writing whenever possible, including as much information as possible, such as details of the alleged incident, dates, names of those involved in the harassment, any physical evidence that may exist, and the names of any individuals who may have observed or witnessed the conduct.

Any employee who witnesses, receives a complaint, or otherwise learns of conduct that is in violation of the policies related to discrimination, harassment, or bullying is required to refer the matter to their supervisor or the Director of Human Resources. Any incident or complaint involving a student should be reported to the Dean of Students.

The College will act timely and appropriately upon any information that it obtains which indicates that any violation of this policy has taken place. Prompt and appropriate action will be taken pending an investigation to ensure that any prohibited conduct that might exist does not continue.

Recommended disciplinary action will be determined on a case-by-case basis and will be determined by the frequency and severity of the violation. An employee found to have violated the College's policies against discrimination, harassment, and bullying may be subject to disciplinary action up to and including termination or release. **Please visit [The Policy Against Discrimination, Harassment and Bullying](#) for details surrounding the resolution process.**

| Retaliation | Confidentiality |
|--|---|
| <p>The College will not retaliate, nor will it tolerate retaliation, against any employee or student who, in good faith, reports or makes a complaint of discrimination, harassment, or bullying in the workplace or classroom, or who participates in an investigation into the same. Following the resolution of any complaint, the employee or student should continue to keep the College informed if the harassment persists.</p> <p>No individual will be subject to disciplinary action for submitting a good faith report of a policy violation. However, any claims of prohibited conduct that are found to</p> | <p>The College shall maintain confidentiality to the extent possible within the requirements of conducting reasonable and thorough investigations. In that regard, only those who have a need to know will be told the identity of the parties to a complaint. In certain circumstances, however, the investigation may disclose the identity of those individuals who claim to have been harassed and/or others involved.</p> <p>In some instances, a reporting party may ask to take no action or to defer action until a later date in order to maintain anonymity. In these</p> |

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| be deliberately false will be investigated and the complainant may be subject to disciplinary action. Anyone who believes that they have been the subject of a false allegation may meet with their supervisor or the Director of Human Resources to discuss the allegations. | instances, the College reserves the right to limited disclosure and to take appropriate action in order to complete its investigation and to ensure the safety and well-being of other members of the College community. |
|---|--|

B. Workplace Violence Policy

Elizabethtown College is concerned and committed to the safety, security, and general well-being of its employees, students, and visitors to the campus. The College will not tolerate any type of violence in the workplace and will make every effort to prevent violent incidents from taking place. Threats, verbal or physical, threatening behavior, acts of violence, or any related conduct while on the College's premises or while conducting official business for the College are strictly prohibited.

The College will respond promptly and decisively to violence, threatening behavior, and harassment on campus. Any act of misconduct will be investigated, and appropriate action taken, which may include disciplinary action, termination of employment, arrest, and prosecution. Violence in the workplace may appear in different forms and can include direct or indirect threatening, verbal and physical assaults, domestic disputes, sabotage or behavior that disrupts and creates a hostile work environment. Unauthorized possession or use of firearms, or other dangerous weapons is prohibited. Dangerous weapons are any item used or could be used with the intent to cause harm, threaten, or intimidate.

Reporting Procedures

Employees who either experience or observe an act of violence or threat of violence must immediately call 911. Do not place yourself in peril.

In instances in which Campus Security is made aware of violence, threatening or harassing behavior, they will notify the police department when appropriate for incidents of workplace violence involving firearms, bodily harm, and domestic disputes.

Investigation of reported incidents of workplace violence shall be conducted by Campus Security in conjunction with the Director for Human Resources. The investigation shall be conducted on a timely, priority basis, following emergency medical care if needed. Each incident will be evaluated, and an appropriate remedy will be provided based on the nature of the offense, duration, totality of circumstance and past offenses.

C. Whistleblower Policy

Elizabethtown College is committed to the highest standards of lawful and ethical behavior. This policy is created to enable members of the College community (students, employees, Board members, and others) to report concerns about possible misconduct, with the reassurance they will be protected from any retaliation for acting in good faith. For the purpose of this policy, misconduct may include, but is not limited to:

- Theft of cash or College property
- Misappropriation of College funds
- Mismanagement or waste of College funds
- Discrimination or harassment
- Improper records destruction
- Falsification of accounting or financial records, including accounting omissions
- Falsification of reported work hours (including student employees)
- Kickbacks
- A substantial and specific danger to health or safety
- Violation of any law, regulation, rule, policy, etc.
- Forgery or unauthorized alteration of documents

How to Make a Report

When making a good faith report, the reporter will not be subject to retaliation. To file a confidential report under this policy, members of the College community may use any of the following methods:

- Via telephone or in person during regular operating hours or by mail to the Director of Human Resources or the College President.
- Via telephone through the ECTipline, 855-696-1899.
- Via email at whistleblower@etown.edu.

A good faith report should contain factual information, dates, names, locations, and any other information to aid in an investigation. Contact information of the individual submitting the report should also be included.

Confidentiality of the reporter will be maintained to the extent practicable by law and the legitimate needs of the investigation.

Investigation

Upon receipt of the report explaining the misconduct, an investigation will ensue promptly. Any individual found to have engaged in misconduct will be subject to disciplinary action appropriate to the nature of the offense.

Retaliation

If the reporter experiences any retaliation from the individual wrongdoer(s), it should be immediately reported to the Director for Human Resources or the College President for investigation and appropriate action.

False Reports

Individuals found to have made knowingly false or misleading reports will be subject to disciplinary action as appropriate.

D. Conflict of Interest Policy

Employees are required to act on behalf of the College and in support of its mission and are required to avoid any actual or perceived conflict of interest. In their capacity as employees, they are expected to hold the interests of the College paramount. A conflict of interest arises when an employee is in a position to influence a decision that leads to personal financial gain or other advantage for the employee or the employee's immediate family or associates.

Employees are expected to disclose potential conflicts of interest. They should identify in writing any such conflicts to the Director of Human Resources as soon as the conflict is or should reasonably be known to exist and, prior to engaging in the activity that poses the potential conflict. If a conflict of interest is found to exist involving an employee, the employee is required to avoid the potential conflict and/or excuse themselves from participation in decisions on behalf of the College that affect the employee's personal interest.

E. Policy Prohibiting Consensual Relationships with Students

Dating, romantic, or sexual relations between College employees (faculty, staff, and administrators) and students, even if consensual, can negatively affect the educational environment for students, and are therefore not permitted. Members of the faculty and staff are expected to maintain professional relations with all students, act in accordance with standards of professional conduct and avoid conflicts of interest, favoritism, bias, or creation of a hostile environment for students.

The College's [Policy Prohibiting Consensual Relationships with Students](#) prohibits consensual romantic and/or sexual relationship between employees (faculty, staff, or administrators) and students. An employee found to be engaged in a romantic and/or sexual relationship with a student will be subject to disciplinary action up to and including discharge or release.

An employee may eliminate exposure to possible disciplinary action and potential legal liability by not entering into a romantic and/or sexual relationship with a student, by terminating the relationship, or by exploring other remedies with the appropriate Dean or College official. If necessary, the College may take action to discharge at any time the supervisory or educational relationship between an employee and a student who are in a romantic and/or sexual relationship, pending resolution of any violation of this policy.

Employees who are married to or are a domestic partner of a student (as defined under the Domestic Partnership Benefits) are exempt from this policy. In situations where such a pre-existing relationship exists, the individual with the supervisory, teaching, advisory or evaluative position over the student must inform their supervisor, Dean or the Director for Human Resources of the conflict of interest immediately. Necessary steps will be taken to resolve the conflict and eliminate any appearance of favoritism or advantage and/or inconsistencies with any other College policies.

IV. Employee Processes and Policies

A. Motor Vehicle Record Checks

Employees who are required to drive College vehicles as part of their job must have their Motor Vehicle Records (MVR) checked. The employee will be required to complete a Motor Vehicle Records (MVF) Check Release Form authorizing the College to run their MVR. Visit the [Mobile Equipment Policy](#) for more information and to view this policy in its entirety.

B. Exit Interviews

Upon an employee's departure from the College, Human Resources will contact the employee prior to their last day to discuss any benefit transition information, outstanding College charges, and other matters relevant to their departure.

Employees will also be extended the option to hold a more formal exit interview with the Director of Human Resources. In this interview, employees will have an opportunity to discuss any matters of concern while they were employed with the College.

C. Disciplinary Action and Termination Policy

According to the Pennsylvania Employment At Will Doctrine, administrative and staff employees are employed on an “At Will” basis (unless the employee is working under a defined contract). This means that the employee or the College can terminate the employment relationship at any time, for any or no reason, with or without notice (this includes during probationary periods).

The following actions are unacceptable and considered grounds for disciplinary action. This list is not comprehensive or exhaustive; rather, it is meant merely as an example of the types of conduct that the College does not tolerate. These actions include, but are not limited to:

- Engaging in acts of discrimination or harassment in the workplace
- Possessing, distributing or being under the influence of illicit controlled substances
- Being under the influence of a controlled substance or alcohol at work, on College premises, or while engaged in College business
- Unauthorized use of College property, equipment, devices, or assets
- Damage, destruction, or theft of College property, equipment, devices, or assets
- Removing College property without prior authorization or disseminating College information without authorization
- Falsification, misrepresentation, or omission of information, documents, or records
- Dishonesty, including, but not limited to, false representation, lying, theft, stealing, fraud, embezzlement, or any other illegal act, as well as knowingly condoning dishonest acts by others
- Insubordination or refusal to comply with directives
- Failing to adequately perform job responsibilities
- Failure to communicate and/or work well with others
- Excessive or unexcused absenteeism or tardiness
- Disclosing confidential or proprietary College information without permission

- Illegal or violent activity
- Falsifying injury reports or reasons for leave
- Possessing unauthorized weapons on College property, in a College vehicle, or on a job site
- Disregard for safety and security procedures
- The use of threatening, profane, insulting, or abusive language, bullying of others, or engaging in any immoral or indecent conduct
- Violation of any applicable governmental law or regulation which jeopardizes the operations of the College
- Any other action or conduct that is inconsistent with College practices, policies standards, or expectations

This list exhibits the types of actions or events that are subject to disciplinary action. The College reserves the right to determine the severity and extent of any disciplinary action based on the circumstance.

Disciplinary action may take place in one or more of the following forms: verbal or written warning, letter of reprimand (with or without probation), withholding salary increases, demotion, performance improvement plan, suspension, or up to and including immediate discharge.

For matters of unsatisfactory work performance, the supervisor and the employee should meet to discuss the problem(s) and a written plan for performance improvement must be implemented. The supervisor may decide to place the employee on probation for a period of time, within which the supervisor and the employee should meet again to discuss the employee's progress. The supervisor may consider it necessary to monitor the employee's performance over a period of time sufficient to evaluate if the employee's performance is acceptable. If no improvement in performance can be identified, the supervisor may decide to extend the probationary period, provide the employee with a letter of reprimand or final warning, or terminate the employee.

The College reserves the right to bypass one or more steps of the discipline process for unsatisfactory work performance at its sole discretion.

Immediate Discharge

An employee may be immediately terminated from employment without prior warnings for serious offenses such as insubordination, assault or fighting, theft, willful destruction of College property, and including, but not limited to, deliberate or serious violation of a College rule, policy, or procedure.

Should a terminated employee wish to appeal their termination, the appeal should be in writing and submitted within two weeks from the employee's termination date to their respective Vice President or Dean. This process is applicable only to situations of immediate termination.

D. Nepotism

Elizabethtown College seeks to employ faculty, staff, and administrators who can best achieve its mission and so does not prohibit members of the same family from being employed at the College. At the same time, we recognize the sensitive nature of having family members employed by the same employer. Careful measures are taken to avoid situations where the possibility of favoritism or conflicts of interest might exist. Individuals will not be employed in a situation where a relative can directly influence another relative's career, pay, or employment status. For the purpose of this policy, "members of the same family" is defined as a spouse, partner or significant other, parent/step-parent, child/step-child, grandparent, brother/brother-in-law, sister/sister-in-law, uncle, aunt, nephew, niece, first cousin, in-laws (father, mother, son, daughter), or roommate.

E. Confidentiality

The College often gathers information relative to applicants, students, and employees during the course of business. Employees are prohibited from sharing confidential information to other employees or students except for those employees who would otherwise have a *legitimate need-to-know* such information. Employees may be asked to sign a confidentiality statement pertaining to their work area and the disclosure of confidential information.

F. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of students' education records. All employees may have access to student records which contain individually identifiable information, the disclosure of which is prohibited by FERPA. The willful or intentional disclosure of this information to any unauthorized person could subject employees to criminal and civil penalties imposed by the law; it also violates the College's policy and will result in disciplinary action, up to and including termination. Visit [Registration and Records](#) for more information regarding the College's guidelines and compliance with FERPA. A copy of the guidelines for compliance with FERPA is available in the Registration & Records office.

G. Intellectual Property Policy and Procedures

College works which are created by an employee may either be patentable or copyrightable (except those created outside of regular work hours and not using college resources) and are owned by the College.

Ownership of Sponsored Works (sponsored by external grants/contracts or by the College) will be determined by the applicable terms of the funding agreement.

Once an employee has developed what they believe to be patentable subject matter, the employee must prepare an invention disclosure form, found on the [Research and Programs Forms](#) site, and arrange to meet with the Associate Provost for Institutional Effectiveness & Innovation to discuss the invention.

For a period of 90 (ninety) days following the meeting, the College shall have the right, but not duty, to determine if the College will collaborate with the employee in securing intellectual property protection. If the College fails to exercise this right within the 90-day period, all rights are retained by the employee and any right the College may have had are extinguished.

If the employee and College determine that they wish to protect the patentable intellectual property, the College will pay the fees and expenses associated with such patenting and the inventor(s) will be required to assign the invention to the College.

Any payments to the College received from assignment or licensing of the invention will be handled as follows:

- Any revenue derived from the property will be used to reimburse the College's expenses used to obtain (and maintain) the protection.
- Once these expenses have been paid in full then any remaining money from the initial payment and later received payments will be divided evenly (50/50) between the College and the employee(s) (unless other terms have been agreed upon in advance).
- Unless other terms have been agreed upon in advance, of the 50% of the net revenue that will be retained by the College, 75% of that money will go directly to the College (unrestricted annual fund) and the remaining 25% would go to the employee's academic or administrative department(s) to support research, teaching and/or programmatic budgets.

H. Alcohol- and Drug-Free Workplace

As required by the Federal Drug-Free Workplace Act, Elizabethtown College is obligated to provide a drug-free, safe, healthful, and secure workplace for employees. In turn, our employees are expected to arrive for work in proper mental and physical condition. The College has a zero-tolerance policy for disruptive behavior, unsafe behavior or conditions, reporting to work not fit

for duty, or unsatisfactory work performance resulting from alcohol or drug use. Violations of this policy will result in disciplinary action, up to and including immediate discharge and/or referral for prosecution or other legal consequences.

The College prohibits the unlawful sale, manufacture, distribution, use, dispensation, or possession of a controlled substance on college property or while conducting college business off of the premises.

All employees, as a condition of employment, must comply with this policy and must also report any criminal drug or alcohol conviction to the Human Resources Office within 5 days after the conviction. This includes any drug or alcohol violation occurring on or off college premises while conducting college business. An employee violating this policy or convicted of a criminal drug offense occurring in the workplace is subjected to appropriate personnel action, up to and including discharge, and/or satisfactory participation in a drug rehabilitation program.

The College recognizes drug and alcohol abuse not only as a likely health, safety, and security problem, but as an illness and major health problem. Therefore, any employee having a drug and/or alcohol dependency is encouraged to seek help. Such employees will be required to participate in a rehabilitation program approved for such purposes by a federal, state, or local agency. Any employee seeking such help will not receive any type of reprimand, nor will it be recorded in the employee's personnel record, as long as such employee seeks help before being disciplined for violation of this policy.

Information regarding drug or alcohol treatment is linked below. In addition, the College's EAP providers and/or health insurance carriers are also sources for treatment information. Visit the [HR and Benefit Forms](#) section of the Human Resources website for provider information. For additional information you are also welcome to contact [PA Drug and Alcohol Services](#).

I. Smoke-Free Workplace

Elizabethtown College is dedicated to providing a healthy, comfortable and productive work environment for employees. The campus is a smoke-free workplace. Smoking and the use of tobacco (including smokeless tobacco), vaping, e-cigarettes, cigars, or any other nicotine, tobacco, or smoking alternative in any form is prohibited in all facilities of Elizabethtown College at all locations, including College owned or rented vehicles. Additionally, the Baugher Student Center terrace areas, all athletic venues and outdoor classrooms are smoke free zones. This policy applies to all employees, clients, contractors, and visitors. Smoking shall be permitted during work breaks only at a reasonable distance (20 feet or more) outside any enclosed area or building entrance so as to ensure that secondhand smoke does not enter the area through entrances, windows, ventilation systems, or any other means.

Smokers must dispose of cigarette butts in appropriate receptacles rather than littering.

Employees who smoke and would like to take this opportunity to quit are encouraged to participate in the cessation programs offered through our [Employee Wellness Team](#) and health insurance carrier. Concerns regarding this policy should be directed to Human Resources.

J. Absenteeism

Upon accepting employment with the College, an employee has the responsibility of being on duty at the proper time every day to perform their job. Employees who find it necessary to be absent are required to notify their immediate supervisor prior to the employee's scheduled work time wherever possible. If employees are absent from work for three consecutive days without calling their supervisor, it will be treated as job abandonment and a voluntary resignation.

**In addition to the above, some departments may have department-specific Absenteeism policies.*

K. Safety and Security

Employees of Elizabethtown College are required to follow all safety and security policies established by the College. Campus Security has the responsibility for providing protection for all members of the campus community. This is accomplished through the department's law enforcement and security protection programs. Please visit the [Campus Security](#) website for all safety and security information from safety tips to services and regulations.

L. Lactation Policy

Elizabethtown College understands the importance of a parent's desire to breastfeed their baby after returning to the work environment. Because not all parents have a private office to use for lactation needs, the College will make arrangements to accommodate parents at work with a private, locked room for these purposes. Refrigeration accommodations will also be made. Parents are reminded that the storage and safekeeping of their supplies and expressed milk are their responsibility. Please contact [Human Resources](#) for arrangements regarding this policy.

M. Review of Personnel Files

Except where required by law, information contained in an employee's personnel file will not be released to external sources unless clear, written

permission to release specific information is obtained by the employee. An employee may be permitted to review certain information contained in their personnel file and to take notes on this information. Employees may not add or remove documents from their file or take pictures of the documents contained therein. If an employee wishes to review sections of their personnel file, please contact Human Resources to schedule a mutually convenient time to view the file with supervision.

N. Loss Prevention Policy

Elizabethtown College acknowledges and accepts its responsibility to provide a safe, secure, and healthful working environment for its employees. The College further embraces “zero losses” as the only acceptable performance standard, thereby requiring the proactive effort and support of every person within the organization, constant effort and improvement, effective training and supervision of personnel, and continual review of all facilities and processes.

Specifically, it is the policy of Elizabethtown College to

- a) Comply with the requirements of federal, state, and local regulations as they pertain to safe, secure, and healthful working conditions.
- b) Develop, adopt and enforce adequate safety, security, and health standards or policies for all operations.
- c) Incorporate loss prevention into the design of all buildings, equipment, and processes.
- d) Provide exposed personnel with appropriate personal protective equipment and require its use when hazards cannot be engineered from a process.
- e) Develop orientation and training programs to teach employees safe, quality-focused working habits.
- f) Maintain in every person a thorough awareness of loss prevention habits and techniques through a comprehensive program approach.
- g) Encourage every employee to actively participate in the loss prevention program and to take an active interest in their own safety and welfare by developing good habits and reporting unsafe or hazardous working conditions.

O. Compensation Policy

The College's pay practices are designed to provide a competitive pay structure based on salaries and hourly rates of like positions at comparative

institutions and/or the local job market. Annual increases are considered based on enrollment and performance at any time throughout the year. All salaried employees working less than 12 months will be paid over a 12-month period from July 1 through June 30.

P. Break in Service Policy

A break in service shall occur when an employee is no longer employed by the College. Employees who are rehired within twelve months of the separation shall retain all vacation, retirement, and sick leave benefits at the level prior to the initial separation.

Q. Change in Employment

Employees whose status changes from part-time to full-time shall gain the additional benefits associated with full-time employment based on exemption status (exempt or non-exempt).

Employees whose status changes from full-time to part-time shall forfeit the benefits associated with full-time employment and receive benefits associated with part-time employment and annual hours. Unused accrued vacation time will be paid out prior to changing to a part-time status, excluding twelve (12) months-worth of part-time vacation accrual.

R. Address/Name Change

If an employee's address or name changes, they must complete a [Change of Address](#) form, new [W4](#) and [Certificate of Residence](#) form and submit them to Payroll within thirty (30) days. For a name change, the employee must complete these [payroll forms](#).

S. Liability

Employees fall under the College's Commercial/Professional Liability insurance while acting within the scope of their position responsibilities.

T. Dress Code

The college relies on the good judgment of its employees to dress in good taste in a manner fitting and proper for the performance of the employee's work duties. The College recognizes that appropriate dress is a function of the type of work performed by the employee. For example, the dress standards for employees working with the public or in view of the public may be more stringent than those standards applied to employees not working with the public. In some departments employees may be required to wear uniforms for

identification or sanitation purposes. Employees are to dress consistent with the standards adopted by the department head.

U. Computer/IT Usage Policy

All users of Elizabethtown Information Technology (IT) - students, faculty, administrators, and staff - are to understand and acknowledge that they have access to valuable College resources, to sensitive data and to external networks. Consequently, it is important for all Elizabethtown College IT users to behave in a responsible, ethical and legal manner consistent with the spirit of the College's pledge of integrity as well as state and federal laws.

The College reserves the right to access/disclose information on an employee's computer or College computer-system. Electronic mail and other information and computer-systems of the College are not to be used in a way that may be disruptive, offensive to others, harmful to morale, or a breach of confidentiality. There is to be no display or transmission of anything that may be construed as harassment or disparagement of others or the Institution at large.

For detailed information on this, please review the College's [Acceptable Use Policy](#) found on the ITS website.

V. Weapons on the College Campus

The College prohibits the possession or use of weapons, contraband, explosives, fireworks, or any other weapons in or on College-owned property. The exception to this policy is law enforcement and security personnel in the performance of their duties. For additional information about safety and security, visit [Campus Security](#).

W. Pet/Animal Policy

Pets are prohibited from all buildings and events on campus, with the exception of certified service animals. (The College's Student Handbook outlines the restrictions of pets within residential facilities.)

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), Elizabethtown College seeks to accommodate persons with disabilities requiring the assistance of a qualified service animal. We encourage individuals with service animals to share this information with the Office of Disability Services. ([See full Elizabethtown College Policy Regarding Animals on Campus for Disability-Related Needs](#)).

V. Policy Regarding Minors on Campus

Elizabethtown College is committed to protecting the health and well-being of minors on campus at all times. [The Policy Regarding Minors on Campus](#) is intended to protect minors from child abuse (including physical abuse, neglect, or sexual abuse) while on Elizabethtown College campus and establishes guidelines and procedures to prevent, report, investigate, and respond to suspected instances of abuse, neglect, or sexual abuse involving a minor. Additionally, visit the Minors on Campus section of the [Human Resources](#) website for additional guidelines, rules of conduct and reporting and investigation measures.

This College-wide policy applies to College-sponsored activities involving minors and programs for minors sponsored by non-College organizations that use College facilities. Also, this policy applies to employees, students, volunteers, and contractors when interacting with minors during such programs and activities. This policy does not apply to general public events in College facilities where parents or guardians are invited and expected to provide appropriate supervision of minors.

All Programs, where parents or legal guardians are not expected to participate, require other adults to supervise minors. When supervision of minors is provided by adults, not the parents or legal guardians, these adults must be Authorized Adults; that is, authorized, pursuant to the provisions of this policy, to supervise and/or have other Direct Contact with the minors participating in the Program

No student, College employee, parent or legal guardian, independent contractor or other volunteer shall serve as an Authorized Adult in any Program, unless and until the Policy requirements for Authorized Individuals have been met including self-disclosure, background check, and training.

Feel free to view the [Minors on Campus Policy](#) in its entirety, guidelines, rules of conduct and reporting and investigation measures online.

VI. Employee Benefits

All benefits are subject to the individual plan documents and may be changed from time to time by Elizabethtown College.

Please visit the [Benefits](#) section of the Human Resources website to access resources, forms and benefits information. Before reviewing the Employee Benefits section of this handbook, please refer to eligibility based on your [Employee Status](#).

A. Open Enrollment

During the annual Open Enrollment window, normally in early November, all employees should complete their benefit elections and enrollment for the

upcoming plan year. Benefit pay year runs from January 1 through December 31 of each year. Access to Open Enrollment instructions, benefit selections and plans can be found on the [Benefits](#) section of the Human Resources website.

B. HIPAA Notice of Privacy Practices

It is the policy of the Plan (also known as the “covered entity” under the HIPAA privacy rule) to maintain and protect the privacy of the protected health information (PHI) of its Plan participants and to give its participants specific rights with respect to their PHI. Employees can view the [HIPAA Privacy Policy](#) to learn more about how the college protects privacy.

C. Employee Retirement Income Security Act of 1974

The Employee Retirement Income Security Act of 1974 (ERISA) requires that the employer inform all employees of the most important facts they need to know about their fringe benefits. Reports giving detailed financial information must also be filed annually. Summaries of this information will be made available to you at no charge. All plan documents are available for examination by contacting Human Resources here:
<https://www.etown.edu/offices/human-resources/staff.aspx>

D. Retirement

The College does not have a mandatory retirement age; however, it has set the following guidelines for determining when an employee who leaves the College is considered retired:

- Employees leaving the College on good terms with 20+ years of service.
- Employees aged 60 or above leaving the College on good terms.

Employees who are considered retired from the College and have served at least ten years will receive a gift from the College in recognition of their service. The retirees will also be invited to attend an annual retiree reception. Faculty members who retire from the College are eligible to be nominated for emeritus/emerita status.

E. Medical Benefits

Eligible employees may select from several types of medical insurance coverage. The College shares the premium cost for employees, and dependent coverage. The employee's portion of the premium is not taxable for federal income tax and FICA purposes. Coverage commences upon

benefit selection after the employee's initial orientation or the College's Open Enrollment period. Visit [HR and Benefits](#) for comprehensive medical benefits information.

F. Retirement Health Coverage

Effective 9/1/04, retired employees who have attained age 60 and have completed at least 12 years of service to the College may participate in the College's health care plan at a group rate; the employee will be required to pay the full premium. The College will not make any contribution to health care premiums in retirement.

Employees hired prior to 9/1/04 who met the following criteria on 9/1/04 will receive 100% health insurance premium coverage by the College for themselves only upon retirement: any faculty member who held the rank of Associate Professor or Full Professor, **OR** any employee who attained age 50, **OR** any employee who completed 15 or more years of service. Employees hired prior to 9/1/04 who did not meet the above criteria on 9/1/04 will be required to pay 50% of the health care premium for themselves upon retirement. All employees must attain age 60 and have completed at least 12 years of service to the College at the time of retirement to be eligible for health coverage.

G. Long-Term Disability Insurance

The College provides long-term disability insurance to all employees who are 75% or greater full-time equivalent. Details concerning the plan, including terms of eligibility and coverage visit the [HR and Benefits](#) site.

H. COBRA - Continuation of Health Plan Coverage

All employees of Elizabethtown College who are enrolled in one of the College's group health plans have the right to choose COBRA if they lose their group health coverage because of a reduction in hours of employment or the termination of employment (for reasons other than gross misconduct on the employee's part).

A spouse/dependent of an employee covered under one of the College's group health plans also may have the right to choose continuation of coverage if the health coverage was discontinued for similar reasons outlined above.

I. Life Insurance

The College provides a \$10,000 life insurance policy to all regular employees who work 30 hours per week or more. Employees may choose to purchase optional life insurance up to 5 times, annual salary (maximum: \$500,000).

Employees pay the premium, which is based on age, for this optional coverage. Optional Life requests are subject to approval by the carrier. Employees should not assume automatic approval. More information regarding life insurance coverage is available on the [HR and Benefits](#) site.

J. Dental Insurance

Dental insurance is available to employees through Sunlife. Employees have the choice between the basic or enhanced plans. The College shares the premium cost with the employee.

K. Vision Insurance

The College offers a voluntary vision insurance plan through Sunlife/VSP. This voluntary plan covers annual eye exams, lenses, frames, and contact lenses. Also covered are additional services like laser correction surgery and cosmetic extras.

L. Flexible Spending Accounts

[Flexible Spending Accounts](#) are a tax-saving option allowing employees to pay for eligible expenses with pre-tax dollars. All employees may participate in Health Care and Dependent Care Spending Accounts up to limits determined by law.

M. Health Savings Account

Employees are eligible to participate in the Health Savings Account (HSA) only if they are enrolled in the High Deductible Health Plan. Employees must also meet the following requirements to participate: must be a US resident; cannot be enrolled in Medicare, another health plan, or be active military; and cannot be claimed as a dependent on another individual's tax return.

A Health Savings Account enables participants to pay for current health expenses and save for future qualified medical and retiree health expenses on a tax-free basis. The member owns and controls the money in the HSA through a banking institution. Decisions on how to spend the money are made by the member without relying on a third party or a health insurer. The member may also decide what types of investments to make with the money in the account. Accounts are portable; members can keep the HSA even if they change employers. Funds remaining in the account roll over from year to year.

Administration of the HSA account with the banking institution, is paid by the member (costs may vary from bank to bank); the member may choose their bank. HSA funds are not available to the member until deposited in the account. Members are responsible for knowing what services are eligible for reimbursement. There is a 10% penalty for using HSA funds on non-eligible services.

N. Family and Medical Leave (FMLA)

Elizabethtown College complies with the Family and Medical Leave Act (FMLA) and will grant up to 12 weeks of leave during a 12-month period to eligible employees (or up to 26 weeks of military caregiver leave). Please review the College's [Family and Medical Leave Act \(FMLA\) policy](#) found on the Office of Human Resources webpage.

O. Bereavement Leave

Full-time and part-time employees may take bereavement leave with pay. The amount of time provided depends on the relationship to the deceased.

- Up to 5 scheduled workdays for an immediate relative (spouse, parent, parent-in-law, child, sibling including step relationships)
- Up to 5 scheduled workdays for any other relative who lives in your household
- Up to 2 scheduled workdays for a relative not living in your household
- Actual time needed to attend services for a friend

Absences that extend beyond those approved by this policy will be assessed to the employee's vacation time. Time does not have to be taken consecutively.

P. Jury Duty

The College encourages all employees to serve on jury duty as part of the employee's civic responsibility. All employees are excused for this purpose, and the College will compensate the employee at their normal full salary or wage for the regularly scheduled working days used for jury duty. Employees must submit written documentation of being called to jury duty to be eligible for paid leave. The employee endorses over to the College the jury service pay other than travel payment. Written notification of jury duty should be sent to [Human Resources](#). Employees are expected to return to work immediately if they are excused from court during any part of the workday.

Q. Subpoena

Paid time off for court appearances will be granted to an employee who is subpoenaed to appear in court as a witness. The employee must furnish verification of the subpoena or summons to their immediate supervisor prior to the requested appearance. Upon being excused by the court, employees are expected to report back to work according to their regular workday.

R. Military Leave

If you require time off from work to fulfill military duties, you will be treated in accordance with applicable requirements of state and federal laws. You must notify Human Resources and provide a copy of your orders as soon as possible. A military leave of absence shall be granted to eligible employees who enlist, are inducted or are recalled to active duty in the armed forces of the United States for a period of not more than five years (plus any involuntary extension for not more than one year). Such leave will protect your service with the College.

Upon satisfactory completion of your military service and timely notice of intent to return to work, you will be reinstated to your previous job or to a job comparable to the one you left, provided you are qualified, and the College's circumstances have not changed to the extent that it would be unreasonable to provide re-employment. You must reapply for your job within 90 days after being released from active duty. Reservists and National Guard members returning from initial active duty training must apply for reinstatement within 31 days after being released from military duty. Those returning from all other active duty for training must report to work on the first scheduled working day following the completion of training. Failure to return to the College in a timely manner after release from service may result in refusal of employment. Employees returning from military leave must provide appropriate military documentation regarding the purpose and duration of the leave.

S. Uniformed Services Employment and Reemployment Rights Act (USERRA)

The Uniformed Services Employment and Reemployment Rights Act (USERRA) is a federal law that protects the rights of workers who leave their jobs to serve in the Armed Forces of the United States. The College will offer health-care continuation to employees for up to 24 months; the premiums would be paid by the employee. Once an employee has taken military leave and returns to the College, they have the opportunity to contribute any elective deferrals to the retirement plan that could have been contributed during the period of military service. Life insurance coverage will continue

while the employee is on military leave. Employee's rights under USERRA are posted on the Human Resources office.

T. Workers' Compensation

All employees are covered by workers' compensation insurance as required by state law. The cost of this insurance is paid by the College. Workers' compensation provides benefits for medical expenses and lost wages for work-related injuries.

In cases of a work-related injury or illness, the injury is to be reported immediately to a supervisor and to Human Resources where a Workers' Compensation claim will be completed. If medical attention for work-related injury or illness is required, the injured person must report to a physician listed on the Panel of Physicians (see list posted on campus employee bulletin boards or contact Human Resources, ext. 1406), except for emergency treatment which can be obtained from any medical provider. Non-emergency care, including follow-up treatment after an emergency, must be obtained from a Workers Compensation Panel Physician for the first ninety (90) days.

The [Workers Compensation Form](#) offers additional information. Contact [Human Resources](#) with any questions.

VII. Tuition Benefits

Elizabethtown College offers extensive tuition benefits to full-time employees, part-time employees*, their dependents and spouses.

*Part-time employees are defined as any employee placed in a regular part-time position, working 9-12 months, who is assigned at least 20 hours per week.

Tuition benefits supersede all other awards (need + merit) from the College. Employees may still pursue federal and state funding opportunities in addition to the college's tuition benefits. Employees are encouraged to speak with Financial Aid for more information. Employees receiving tuition assistance benefits may wish to consult with a tax advisor to determine whether the value of the benefit is to be reported on their tax returns.

A. Undergraduate Tuition Remission for Employees, Spouses and Dependents

Employees, spouses, and dependents are eligible for 100% tuition remission for the traditional program, as well as all SGPS (School of Graduate and Professional Studies) undergraduate programs, after successful completion of the employee's introductory period (6 months).

Upon completion of the employees' introductory period (6 months), full tuition remission is available to eligible employees for the undergraduate education of dependents (defined below) at Elizabethtown College. There is no limit on the number of dependents who can utilize the tuition remission benefit; each dependent is eligible up to 128 credits (earned and attempted) of tuition remission. Credits not completed due to a medical withdrawal will not be included toward the 128-credit total. The student(s) must satisfy the requirements for admission and must continue in good standing in order to be eligible to receive this benefit. Dependents on academic probation, academic contract, or disciplinary probation are not eligible for tuition remission.

The tuition remission benefit is available only for courses for credit. Overloads are not included. A given course may be covered once during the entire program; unless retaken due to a medical withdrawal.

Studying abroad will only be covered under the tuition remission policy if it is required for the student's major.

All requests for tuition remission must be sent to Human Resources for **each semester** the employee is requesting tuition remission. Visit [HR and Benefits Forms](#) for all applicable forms.

B. Undergraduate Tuition Exchange for Dependent Children

Upon completion of three years of employment, tuition exchange is available to eligible employees for the undergraduate education of dependent children. Tuition Exchange is a program through which dependent children of eligible College employees may apply for scholarships for undergraduate study at more than 500 participating colleges and universities.

Tuition exchange requests must be sent before the beginning of ***each academic year*** for which the employee is requesting the tuition exchange benefit.

The current Tuition Exchange Program is *The Tuition Exchange, Inc.* (www.tuitionexchange.org). Tuition exchange pays a minimum amount, which is set by Tuition Exchange, Inc. (TE). It is important to know that TE awards are competitive and not automatic. Decision rests with the host institution. Each host institution's awards will vary each year based upon the host institutions' export and import balance of TE students.

To avoid disappointment, apply early and apply to one or two less competitive institutions plus a first-choice institution. Employees must apply to Elizabethtown College Human Resources and to the admissions office of the selected colleges and universities during the period of September to December of the student's senior year of high school. Most programs have deadlines with the latest being March 15th. TE applications will only be

processed for colleges and universities where the student has filed an admissions application.

The Tuition Exchange Officer at Elizabethtown College is the Director of Admissions. Matters of academic eligibility are handled by the Admissions Office of the importing institution.

C. Eligible Dependents

Under the Tuition Remission and Exchange Programs, dependents of eligible employees are eligible for tuition assistance as described above. The following stipulations and limitations apply to both Tuition Remission at Elizabethtown and the Tuition Exchange Programs.

Eligible dependents are defined as biological, adopted, or stepchildren who have been dependents of the eligible employee for three of six years immediately prior to the start of the tuition benefit and for at least two years while utilizing the benefit. Dependents must be unmarried, under the age of 26, and claimed as a dependent on the employee's federal income tax return for three of the six years immediately prior to the start of the tuition benefit and during at least two of the years while utilizing the benefit. Eligible dependents will be allowed to continue to receive the tuition benefit past the age of 26 in order to finish their degree if they remain continuously enrolled.

Dependents who serve in the armed forces prior to utilizing the tuition benefit may be eligible for the tuition benefit provided they were claimed as an employee's dependent any three of the six years immediately prior to and during at least two years while utilizing the benefit.

If an employee is hired with a dependent currently participating in a tuition benefit program at another institution, the waiting period for the benefit at Elizabethtown will be waived.

D. Limitations of Tuition Benefits for Dependents (Tuition Remission & Exchange Programs)

If both parents are employees of Elizabethtown College, the benefit to the child is based on the employment of one parent only. If the spouse of an Elizabethtown College employee is employed by another institution granting tuition benefits to dependent children, the child will not receive more than the equivalent of one award; i.e., Elizabethtown College will contribute its maximum for which the child is eligible, but the combined tuition remission shall not exceed the tuition charge for the student.

Except as stated otherwise herein, this benefit relates only to basic tuition, not including general fees. No other costs to the student are covered by this arrangement.

The tuition benefit terminates with termination of employment at Elizabethtown College except in the case of the Death Benefit. If an employee leaves in the middle of a semester and their dependent is currently receiving tuition benefits, the dependent may finish out the current semester. No additional semesters will be allowed. If an employee retires while their dependent is enrolled and utilizing the tuition benefit, the dependent may continue in the program until they graduate. The dependent must remain continuously enrolled to keep receiving the benefit.

Dependents who utilize both tuition remission and tuition exchange (i.e. attend both Elizabethtown College and another eligible institution for their college education) will be allowed a total of 128 credits.

E. Event of Death or Permanent Injury

The tuition benefit accruing to children of eligible employees is available as a death benefit if the employee has completed three years of employment at Elizabethtown College and is in the employ of the College at the time of death. The benefits may be initiated over a period of five years after the death of the employed parent and will continue in force once initiated until eligibility is exhausted. After the sixth year of employment at Elizabethtown College, the benefit will extend until all children of the employee have exhausted their eligibility. If, while fulfilling requirements of their job, a staff member is killed, or permanently injured to the extent that they can no longer fulfill the occupational requirements, the death benefit becomes the same as if the employee had completed the six-year employment requirement. The tuition benefit will be available as a death benefit either at Elizabethtown College or under the Tuition Exchange Program.

F. Undergraduate Tuition Benefits for Employees

Eligible employees may utilize the tuition remission benefit for undergraduate education upon completion of their introductory period (6 months). Should the course require special fees, those costs must be paid by the employee. Where sections are filled by paying students, this benefit may be suspended for those sections. Tuition remission will not cover costs associated with employees testing out of a class. Employees may not exceed a total of 128 credits. **Employees are responsible for all tax payments as required under federal, state, and local law.**

G. Graduate Tuition Remission for Employees

After successful completion of the 6-month introductory period, employees are eligible for 100% tuition remission for all SGPS graduate offerings with the following stipulations:

- Full-time employees are eligible for up to 18 credits per fiscal year;
- Part-time employees are eligible for up to 9 credits per fiscal year; however, may take an additional 9 credits and pay 50% of the amount of the course(s);
- Employee agrees to remain at Elizabethtown College for two years after completion of each course. If an employee voluntarily leaves employment before completing two years of service, the employee must repay 50% of the amount of the course(s).

H. Etown Edge

All employees are eligible for a 50% discount on any Edge certificates, bundles, or individual courses through a promotional code issued by SGPS. The other 50% may be paid:

- By the employee out of pocket at the time of purchase.
- Employees may talk to their direct supervisor or department head in order to seek approval for the department to pay the other 50%.

Tuition Benefits for Faculty

Eligible faculty members may utilize the tuition remission benefit for undergraduate upon hire. Eligible faculty may take a course for credit at Elizabethtown College by paying an overhead fee of \$20 per course, regardless of previously earned degrees or academic record. Should the course require special fees, they shall be added to the \$20 overhead charge. Where sections are filled by paying students, this benefit may be suspended for those sections. Faculty may also audit courses by paying the overhead of \$20 per course. Tuition remission will not cover costs associated with employees testing out of a class. Employees may not exceed a total of 128 credits.

VIII. Other Benefits

A. Moving Expenses

New salaried employees hired with will be reimbursed for 100% of moving expenses up to \$1,000 for moves up to 1,000 miles and 100% of moving expenses up to \$2,000 for moves over 1,000 miles upon submission of receipts after the move if the employee's current residence is at least 50 miles from the College.

The Moving Expense Reimbursement form and receipts must be submitted to the [Manager of Payroll](#) to receive reimbursement.

The following are considered allowable expenses for reimbursement: transportation of household goods (including packing supplies), hotel expenses for house hunting trips and moving, and mileage for house hunting trips/moving (this will be reimbursed at the current mileage rate). Some of these expenses are taxable; contact the [Manager of Payroll](#) for details. Employees have 12 months from their start date to submit moving expenses for reimbursement.

B. College Store Discount

Faculty, administrators, and staff receive a ten percent discount on College store purchases. Employees should be prepared to show their College ID cards. The College Store will special order books or other items not in stock.

C. Family Recreation Policy

Employees may use their regular ID cards for recreational facilities.

Spouses and children/dependents of Elizabethtown College employees can use certain recreational facilities on campus with a valid Family Recreation ID card. Children/dependents are defined as unmarried, ages 18-26 years old living in the household and still on the guardian's insurance. During the summer dependents can be 16 or older. However, those that are 16- and 17-years old MUST be accompanied by a parent/guardian.

Visit the [Family Recreation ID Card Policies](#) site for more information.

D. Credit Union

All College employees and family members are eligible to join [PSECU](#). The College allows payroll deductions for making deposits and for repayment of loans to the Credit Union. For more information on PSECU, contact [Human Resources](#).

E. Day Care Arrangements

Elizabethtown College has an arrangement with the Masonic Village and Elizabethtown Child Care Center (ECCC) should an employee's child be in need of day care. Employees are given priority for enrollment after the daycare's employees and siblings of currently enrolled children. Because some age slots are not available immediately, you may be put on a waiting list.

Employees may contact the centers to inquire about enrollment at the following numbers:

- Elizabethtown Child Care Center 361-9824
- Masonic Village Child Care Center 367-1121

F. Verizon Discount

Elizabethtown College employees receive an [18% employee discount](#) on Verizon wireless services.

IX. Procedures

A. New Employee Orientation

All employees who are new to the College will attend New Employee Orientation to learn general information about Elizabethtown College and the campus community and benefits information and enrollment procedures. New employees will also receive the required regulatory training for all employees.

B. Grievance Procedure

In the interest of maintaining harmony and cordiality within the campus environment, it is the objective of Elizabethtown College to provide prompt, fair and equitable resolution to employee grievances. A grievance may be filed by any employee who seeks resolution to conflicts which might arise from working relationships, working conditions, employment practices, or disciplinary actions, between the College and an employee or between individual employees of the College. Actions are to be followed as described below.

- a) Discuss the matter with their immediate supervisor. The matter may be concluded at this point by common consent.
- b) If the employee is not satisfied with a supervisor's action the individual may then submit a written appeal to their senior administrative officer and the Director of Human Resources, within ten (10) working days of the conversation in (a) above. The administrative officer and Human Resources shall make a written decision within ten (10) more working days.
- c) If the employee continues to be dissatisfied, then a written appeal may be submitted to the President of the College within five (5) working days of the date of the decision in (b) above. The President will render a written decision within ten (10) working days after receiving the grievance. The President's decision will be final.

C. Identification Cards

The Campus Security office issues ID cards to all employees as authorized by Human Resources. You may use your ID card for the following on-campus benefits:

- To charge items, up to \$100, to your staff account in the College Store, Jay's Nest, or Dining Services. You are responsible for all transactions made with your ID card until you report the loss to Campus Security. A list of charges that you have incurred is sent out monthly. Balances not paid by the statement due date are subject to finance charges of 1.5% per month or 18% per annum. Charging privileges will be restricted until completion of the introductory period for hourly employees; salaried employees are eligible immediately.
- To use athletic facilities.. Visit the [Family Recreation Policy](#) for more information.
- To get free admission for yourself to eligible regular in-season home athletic events.
- To use the library.

Report lost or stolen ID cards to Campus Security (x1263). If you have lost your ID card, you will need to purchase a new one through Campus Security.

Identification cards must be returned to Campus Security upon your leaving the College as an employee.

D. Payroll Procedures

The Payroll staff, located in the Human Resources Suite, Myer Hall Administration, Room 2200, collects payroll forms, including W4, Certification of Residence, Local Services Tax, and Direct Deposit.

All payroll is handled through direct deposit. Payroll for all hourly employees shall be on a bi-weekly basis; payroll for all salaried employees shall be twice a month. An annual calendar of payroll dates is available on the [HR and Payroll Staff](#) website. Questions concerning payroll should be directed to the [Payroll](#) office.

Payroll Deductions: According to federal, state, and local regulations, the College must withhold FICA (Social Security/Medicare Tax), state unemployment tax, federal and state income tax, and local wage tax. Annually, the Local Services Tax is deducted.

Recording of Time: The Fair Labor Standards Act (FLSA) requires that employers keep accurate records for all non-exempt positions. Non-exempt, hourly employees will be required to record their hours worked on the College's time and attendance system. Exempt employees are required to record their used vacation and sick time through Jayweb.

E. Reimbursement of Expenses

Reasonable expenses incurred by employees in the conduct of College business are reimbursable. Any requests for reimbursement should be completed and submitted with supporting receipts attached to the employee's supervisor. The College also has a [Travel Expense and Related Expense Policy](#) that details what is considered a covered expense and how to seek reimbursement.

F. Use of College Vehicles

The [Rental Fleet Vehicle Policy](#) summarizes requirements, reservation guidelines, safety precautions and more.

G. Lost and Found

Campus Security is responsible for the College's Lost and Found program. Items found on campus should be turned in to Campus Security for securing and recording purposes. Employees should check with Campus Security for articles or belongings they may have lost on campus.

H. Mail Service

The campus post office receives mail on a daily basis. Mail is distributed each day through department mailboxes conveniently located within each building on campus.

I. Telephone Service

College telephones are provided for the primary purpose of conducting College business. Toll calls and long-distance calls can be made by using an assigned College pin number. Personal toll calls and long-distance calls may be made using a personal assigned pin number. Pin numbers are obtained by contacting the Business Office.

J. Parking Regulations and Vehicle Registration

It is Campus Security's policy that all vehicles that are regularly parked on campus must be registered with Security. Visit Campus Security's [Vehicle Use](#)

[and Parking Regulations](#) website for additional information regarding registration and parking regulations.

K. Keys

Distribution and duplicating of keys is controlled by Campus Security. All requests for keys must be submitted to Campus Security. Visit Campus Security's [Forms and Policies](#) for instructions. Employees must surrender their keys and ID card to Campus Security upon terminating employment.

L. Conference Rooms

Scheduling of conference rooms must be worked through the [Campus Events and Scheduling](#) website.

M. Snow and Inclement Weather

When it snows or when weather conditions become extreme, these procedures and principles are in effect for all students (residential, commuter, or evening) and employees of the College:

Regular day classes will normally meet as scheduled. On an individual basis, faculty may choose to provide remote/online classes or other asynchronous learning activities if a faculty member is unable to get to the campus safely. Faculty members are requested to notify their Dean, the DoF-APSL's Office, and Campus Security of any cancellations or postponements. Unless otherwise indicated, Elizabethtown administrative and department offices will remain open. Residence halls and Dining Services will remain open during weather emergencies. In extreme weather, the Senior Vice President of Administration & Finance will notify the campus community and local media through communication streams listed below. A decision will be made by 5:30am.

Possible types of schedule changes, in order of desirability:

- 1 DELAY: The normal schedule of classes and work is delayed for a specified period of time. Classes scheduled during the delay will not meet, but all other classes will.
- 2 CLOSED: No classes are held and all administrative and department offices are closed.

In all cases, Facilities Management, Campus Security, and Dining Services staff report as scheduled. If the decision is made to cancel or postpone classes or close the College, the Senior Vice President of Administration and Finance will notify the Associate Vice President for Marketing & Communications, who will notify the campus community and local media.

In cases where special on-campus events are expecting off-campus guests, announcements about any changes to events will be shared on etown.edu, local media outlets, and the College's primary social media channels by the office of marketing and communications. Exceptions may have to be made to these procedures. After a snowstorm or during inclement weather, any weather-related schedule changes for classes will be announced electronically via a special Campus News announcement to faculty, staff and students. In addition, updates will be posted on the official College Facebook and twitter accounts, the College website and the Elizabethtown College ECtipline (717-361-1988). The campus community are encouraged to first check their College email box, the website and the ECtipline.

Student media, WWEC and ECTV will also be notified. Local media will be contacted: WGAL-TV Channel -8 and WHTM Channel 27; radio -WITF 89.5FM; WSBA 910AM; WARM 103FM; WHP 580AM; WKBO 1230AM; WRVV 97.3FM; WDAC 94.5FM.

Early dismissals due to weather conditions will be made by the Senior Vice President of Administration & Finance. In such event, voice mail and email will be used to contact offices and departments.

N. Emergency Action Plan

All Elizabethtown employees are responsible for supporting the College's [Emergency Action Plan](#). Every employee should have an understanding of the contents of the plan and should be alert and responsive to campus emergency notifications.

APPENDIX 1: AAUP's 1999 Statement on Copyright

The statement that follows was approved in March 1999 by the Association's Special Committee on Distance Education and Intellectual Property Issues. It was adopted by the Association's Council and endorsed by the Eighty-fifth Annual Meeting in June 1999.

The objective of copyright is, in the words of the U.S. Constitution, to “promote the progress of science and useful arts.” To achieve that objective, authors are given exclusive rights under the Copyright Act to reproduce their works, to use them as the basis for derivative works, to disseminate them to the public, and to perform and display them publicly. Institutions of higher learning in particular should interpret and apply the law of copyright so as to encourage the discovery of new knowledge and its dissemination to students, to the profession, and to the public. This mission is reflected in the 1940 *Statement of Principles on Academic Freedom and Tenure*: “Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”

Academic Practice

Within that tradition, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Examples include class notes and syllabi; books and articles; works of fiction and nonfiction; poems and dramatic works; musical and choreographic works; pictorial, graphic, and sculptural works; and educational software, commonly known as “courseware.” This practice has been followed for the most part, regardless of the physical medium in which these “traditional academic works” appear; that is, whether on paper or in audiovisual or electronic form. As will be developed below, this practice should therefore ordinarily apply to the development of courseware for use in programs of distance education.

Unilateral Institutional Policies

Some colleges and universities have promulgated policies, typically unenforced, that proclaim traditional academic works to be the property of the institution. Faculty handbooks, for example, sometimes declare that faculty members shall be regarded as having assigned their copyrights to the institution. The Copyright Act, however, explicitly requires that a transfer of copyright, or of any exclusive right (such as the exclusive right to publish), must be evidenced in writing and signed by the author-transferor. If the faculty member is indeed the initial owner of copyright, then a unilateral institutional declaration cannot effect a transfer, nor is it likely that a valid transfer can be effected by the issuance of appointment letters to new faculty members requiring, as a condition of employment, that they abide by a

faculty handbook that purports to vest in the institution the ownership of all works created by the faculty member for an indefinite future.

Other colleges and universities instead proclaim that traditional academic works are “works made for hire,” with the consequence that the institution is regarded as the initial owner of copyright. This institutional claim is often stated to rest upon the use by the faculty member, in creating such works, of college or university resources, such as office space, supplies, library facilities, ordinary access to computers and networks, and money.

The pertinent definition of “work made for hire” is a work prepared by an “employee within the scope of their employment.” In the typical work-for-hire situation, the content and purpose of the employee-prepared works are under the control and direction of the employer; the employee is accountable to the employer for the content and design of the work. In the case of traditional academic works, however, the faculty member rather than the institution determines the subject matter, the intellectual approach and direction, and the conclusions. This is the very essence of academic freedom. Were the institution to own the copyright in such works, under a work-made-for-hire theory, it would have the power, for example, to decide where the work is to be published, to edit and otherwise revise it, to prepare derivative works based on it (such as translations, abridgments, and literary, musical, or artistic variations), and indeed to censor and forbid dissemination of the work altogether. Such powers, so deeply inconsistent with fundamental principles of academic freedom, cannot rest with the institution.

College or University Copyright Ownership

Situations do arise, however, in which the college or university may fairly claim ownership of, or an interest in, copyright in works created by faculty (or staff) members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as “made for hire,” negotiated contractual transfers, and “joint works” as described in the Copyright Act.

1. *Works Made for Hire.* Although traditional academic work that is copyrightable—such as lecture notes, courseware, books, and articles—cannot normally be treated as works made for hire, some works created by college or university faculty and staff members do properly fall within that category, allowing the institution to claim copyright ownership. Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest with the college or university in those cases in which it provides the specific authorization or supervision for the preparation of the work. Examples are reports developed by a dean or by the chair or members of a faculty committee, or college promotional brochures prepared by a director of admissions. Some institutions appear to

treat course examinations as falling within this category, but the stronger case can be made for treating examinations as part of the faculty member's customary instructional materials, with copyright thus owned by the individual.

The Copyright Act also defines as a "work made for hire" certain works that are commissioned from an individual who is not an employee but an "independent contractor." The institution will own the copyright in such a commissioned work when the author is not a college or university employee, or when the author is such an employee but the work to be created falls outside the normal scope of that person's employment duties (such as a professor of art history commissioned by the institution under special contract to write a catalog for a campus art gallery). In such situations, for the work-made-for-hire doctrine to apply there must be a written agreement so stating and signed by both parties; the work must also fall within a limited number of statutory categories, which include instructional texts, examinations, and contributions to a collective work.

2. *Contractual Transfers.* In situations in which the copyright ownership is held by the faculty (or staff) member, it is possible for the individual to transfer the entire copyright, or a more limited license, to the institution or to a third party. As already noted, under the Copyright Act, a transfer of all of the copyright or of an exclusive right must be reflected in a signed document in order to be valid. When, for example, a work is prepared pursuant to a program of "sponsored research" accompanied by a grant from a third party, a contract signed by the faculty member providing that copyright will be owned by the institution will be enforceable. Similarly, the college or university may reasonably request that the faculty member - when entering into an agreement granting the copyright or publishing rights to a third party - make efforts to reserve to the institution the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.
3. *Joint Works.* Under certain circumstances, two or more persons may share copyright ownership of a work, notably when it is a "joint work." The most familiar example of a joint work is a book or article written, fully collaboratively, by two academic colleagues. Each is said to be a "co-owner" of the copyright, with each having all the usual rights of the copyright owner (i.e., to license others to publish, to distribute to the public, to translate, and the like), provided that any income from such uses is shared with the other. In rare situations, an example of which is discussed immediately below, it may be proper to treat a work as a product of the joint authorship of the faculty member and their institution, so that both have a shared interest in the copyright.

New Instructional Technologies

The development of new instructional technologies has led to some uncertainties with regard to the respective rights of the institution and its faculty members. For example, courseware prepared for programs of distance education will typically incorporate instructional content authored and presented by faculty members, but the college or university may contribute specialized services and facilities to the production of the courseware that go beyond what is traditionally provided to faculty members generally in the preparation of their course materials. On the one hand, the institution may simply supply “delivery mechanisms,” such as videotaping, editing, and marketing services; in such a situation, it is very unlikely that the institution will be regarded as having contributed the kind of “authorship” that is necessary for a “joint work” that automatically entitles it to a share in the copyright ownership. On the other hand, the institution may, through its administrators and staff, effectively determine or contribute to such detailed matters as substantive coverage, creative graphic elements, and the like; in such a situation, the institution has a stronger claim to co-ownership rights.

Ownership, Control, Use, and Compensation: Informed Allocation of Rights

Given the varying roles possibly played by the institution and the faculty member, and the nascent state of distance-education programs and technologies, it is not likely that a single principle of law can clearly allocate copyright-ownership interests in all cases. In some instances, the legal rules may warrant the conclusion that the college or university is a “joint author”; in other instances, that the institution should be compensated with royalties commensurate with its investment; and in yet others, that it has some sort of implied royalty-free “license to use” the copyrighted work. It is therefore useful for the respective rights of individual faculty members and the institution - concerning ownership, control, use, and compensation - to be negotiated in advance and reduced to a written agreement. Although the need for contractual arrangements has become more pressing with the advent of new instructional technologies, such arrangements should be considered even with respect to more traditional forms of authorship when the institution seeks to depart from the norm of faculty copyright ownership. An alternative format - perhaps somewhat less desirable, because less likely to be fully known to and appreciated by individual faculty members - would be detailed and explicit institutional regulations dealing with a variety of pertinent issues, subject to the strictures noted above concerning copyright transfers. Such regulations should, of course, give great weight to the views of the faculty, and may be reflected either in widely available institutional policy documents or in collective-bargaining agreements.

Whoever owns the copyright, the institution may reasonably require reimbursement for any unusual financial or technical support. That reimbursement might take the form of future royalties or a nonexclusive, royalty-free license to use the work for internal educational and administrative purposes. Conversely, when the institution holds all or part of the copyright, the faculty member should, at a minimum, retain the right to take credit for

creative contributions, to reproduce the work for their instructional purposes, and to incorporate the work in future scholarly works authored by that faculty member. In the context of distance-education courseware, the faculty member should also be given rights in connection with its future uses, not only through compensation but also through the right of “first refusal” in making new versions, or at least the right to be consulted in good faith on reuse and revisions.

APPENDIX 2: Physician Assistant Program Faculty

Workload Policy^{xxiv}

This document is intended to be an appendix to the current Faculty Handbook and not to replace current policies or procedures. This document is to clarify the specific expectations within the PA program.

Definition:

Faculty workload within the 26-month Physician Assistant Program at Elizabethtown College is defined as the percent of effort dedicated to instruction, service, and scholarly work by full-time faculty as necessary to support the program.

The current program goals are:

1. Achieve a first time Physician Assistant National Certifying Exam (PANCE) pass rate at or above the national average.
2. Obtain a job placement rate of over 80% in a variety of clinical specialties at six months following graduation.
3. Provide all students with an opportunity to perform community service while in the didactic and clinical years of the program.
4. All faculty will maintain a professional development plan that addresses instruction, scholarship, and service.

Rationale:

The Physician Assistant Program is a rigorous degree that requires approximately 40 hours per week of didactic education in the first year, presented in the form of lectures, lab, and case-based learning that requires involvement of all program faculty. Due to the hands-on nature of the program, requiring extensive lab hours, as well as advising of students, faculty workload is derived from contact hours and/or credit hours to ensure equitable distribution of workload.

Throughout the duration of clinical year, students will be placed in eight program-arranged clinical rotations at sites on a local, regional, and national level. To ensure safety, quality of clinical education, and adequate exposure to patient populations required by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), continuous monitoring of clinical sites is necessary. Oversight of clinical year site identification, on-going development, and maintenance is the primary responsibility of the Clinical Coordinator with assistance from the Clinical Data Specialist. Student placement into clinical sites is conducted by the Program Director and Clinical Coordinator. All full-time program faculty will assist in the completion of four

site visits per semester to ensure the necessary quality of supervised clinical practice experiences, advising of clinical year students, as well as oversee and grade capstone projects.

Workload:

All Principal Program Faculty, as defined by ARC-PA as those faculty working at least 50% FTE with primary academic responsibility assigned to the PA program who report to the program director, are expected to complete duties related to instruction, service, and scholarly work as assigned by the Program Director.

- **Instruction:** Successful instruction must be the highest professional priority of all faculty members at Elizabethtown College. It is demonstrated by: up-to-date scholarly mastering of the subject matter, sound course design, clarity in and soundness of presentation, successful application of pedagogical techniques, efficient management of time and resources, effective evaluation of student performance, reasonable availability to students, and an enthusiasm that motivates student learning.

In addition to traditional classroom instructional requirements, all Program Faculty are required to serve as student advisors, as well as oversee and grade capstone projects. Faculty may be asked to supervise a directed or independent study course for one or more students in any semester as a part of instructional workload.

- **Service:** All faculty members are expected to be active participants in the life and governance of the College. They are expected to attend faculty meetings, to serve on councils, committees, and task forces, to contribute to the programs of their departments, to assist in student recruitment, and to be effective student advisors. The contribution of one's talents and expertise to the off-campus community is also a service one can render to the College.

Service on regional, national, and/or international committees as well as boards or societies relevant to the Physician Assistant profession will be recognized as activities that support the service of the profession.

- **Scholarship:** Instructional performance and the quality of academic life throughout the college flourish when faculty members are actively engaged in professional development. Professional development is demonstrated, for example, by participation in professional organizations and societies, research judged to be contributing to the discipline through publication or presentation of papers, or presentations. It is expected that a faculty member will continue to grow in the discipline through on-going study and attendance at seminars, workshops, and institutes.

Faculty members within the Physician Assistant Program may include maintenance of clinical practice as scholarly work. If this option is selected, faculty members may have the opportunity to retain one clinical day per week for the completion of scholarly work following receipt of permission from the Program Director and the Dean of Faculty and Associate Provost for Student Learning.

The above three categories (instruction, service, and scholarship) are clarifications to section I. **Responsibilities/Expectations of the Faculty Handbook. These clarifications are specific to the Physician Assistant Program.*

- **Other:** In addition, the PA specialty, as defined by the ARC-PA, requires all Program Faculty to be involved (year-round) in accreditation maintenance, student advising, and assist in the admission of students to the program. All Program Faculty are required to assist in the admission's process as a member of the interview panel for graduate and accelerated students, maintain compliance with ARC-PA standards for PA education, and serve on at least on program-specific committee.

The National Commission on Certification of Physician Assistants (NCCPA) requires 100 continuing education credits every two years with successful passing of the Physician Assistant National Recertifying Exam (PANRE) every six years.

Distribution of Contact Hours:

Except in cases of extenuating circumstances, course assignments should be made at the beginning of the academic year and include discussion amongst the faculty member and Program Director.

Tenure Track Faculty

24-27 credits, the equivalent of
36-39 contact hours/academic
year

Non-Tenure Track Faculty

28-30 credits, the equivalent of
40-45 contact hours/academic
year

The percentages of time dedicated to instruction, service, administrative responsibilities, and scholarship for the Clinical Coordinator and Program Director are:

Clinical Coordinator

10-13 credits, the equivalent of
18-20 contact hours/academic
year

Program Director**

Administrative: 80%
Instruction: 10%
Scholarship and Service: 10%
3-5 credits, equivalent to 6-8
contact hours/academic year

***A2.06 the program director must be a PA*

b) The program director must be assigned to the program on a 12-month full time basis and at least 80% of that time must be devoted to academic and administrative responsibilities in support of the program.

Expectations for scholarship and service efforts for adjunct and part time faculty members will be described in detail in their job descriptions and program standard performance expectations (SPEs) as applicable. The number of contact hours dedicated to instruction per academic year for part time and adjunct faculty are described below.

| | |
|---------------------------|--|
| Medical Director: | 10-15 contact hours/academic year |
| Part Time PA Faculty: | 18-21 contact hours/academic year |
| Part Time PharmD Faculty: | 9 contact hours/academic year |
| Adjunct A&P Faculty: | 16 contact hours/academic year (summer only) |
| Adjunct Pool (multiple): | 96 contact hours/academic year |

Workload reductions are permitted in accordance with policies and procedures for approved leave as described in the Elizabethtown College Faculty Handbook.

Policy Accessibility

The Workload Policy for the PA Program can be located in Elizabethtown College Faculty Handbook.

Policy Review

Program review of the workload policy will be conducted on an annual basis. Future revisions will include workload differentials for tenured faculty.

Addressing Concerns Regarding Workload

Faculty members with concerns surrounding workload assignments may address such concerns with the Program Director at any time through submission of a letter describing their concerns. The Program Director will review Faculty concerns and may choose to or not to act on presented concerns. Faculty members with concerns that are unresolved through discussion with the Program Director may bring their concerns to the Dean, School of Human and Health Professions, and the Dean of Faculty and Associate Provost for Student Learning. Decisions made on workload assignments are deemed final at this level.

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PAEA Program Reports

APPENDIX 3: Nursing Faculty Workload Policy^{xxv}

This policy is intended to be an appendix to the Faculty Handbook and not to replace current policies or procedures. This document is to clarify the specific expectations within the Nursing program.

General Principles

The work of the Nursing Program is accomplished through the committed and collaborative activities of its faculty which are based on the professional nursing model and directed toward achievement of the College and Nursing Program's mission, goals, outcomes, and strategic plan.

The work of the Nursing Program faculty includes teaching, scholarship, service, and practice as defined in the Boyer Model for Scholarship. Three areas of incongruencies exist between the Nursing Program and the current Elizabethtown College faculty workload policy: length of contract, evaluation of faculty performance, and the addition of one domain to the Boyer Model of Scholarship, practice.

Purpose of the Nursing Faculty Workload Policy

The goal of this policy is to create clear expectations for the nursing faculty that support the achievement of the College and program mission, vision, goals, outcomes, and strategic plan initiatives; facilitate the individual growth of our faculty members to ensure that they excel in their craft; foster program growth and achievement of strategic goals, guide students in the achievement of the educational and professional goals, and promote the recruitment and retention of the highest quality faculty for our students at Elizabethtown College.

Weighted Factor Explanations

The fundamental resource or building block of an academic institution is its faculty. This model assigns a workload giving credit for all activities assigned within the organization. This enables the program or college to compare dissimilar activities from faculty to faculty and department to department, so one might make rational choices for reallocation, future assignments, or workload adjustments. Where the model accurately reflects what faculty are doing it does not assess the quality in which they do it. No attempt is made to assign quality metrics, instead the intent of the model explores the variety of tasks and the costs associated with each of those tasks. All activities in which a faculty member engages are integrated by using weighted factor model/explanation. Weighted factor adjustments are made for Categories A – E. Faculty activities included in the model are listed in *Table 1*.

Table 1.

Weighted Factors

| Category | | Credit Hours | Workload Units |
|----------|--|---|--|
| A | Didactic only Courses | 1 Credit hour = 5.5% Workload 4 Credit Course = 22% Workload or 12 credits | In Classroom Hours in each course = 60 hours Out of Classroom Hours in each course = 120 hours Total in each course = 180 hours 4 Credits = 4 WU |
| B | Clinical & IPE Facilitation | 1 Credit hour = 5% Workload 0.667 Precepted Faculty Clinical Supervision | Clinical Indirect Supervision = 5 hours per student per course IPE Facilitation = 5 hours per course (10 students max) 1 clinical group = 50 hours per course 1 ¼ WU |
| C | Lab (undergraduate) | 1 Credit hour = 5% Workload Assessment Lab | Lab = 4 hours per student per course (10 students max per group in Lab) 1 lab group = 40 hours = 1 WU |
| D | New Course Development & Significant Course Revisions | 1 Credit hour = 5% Workload | New Build = 60 hours to design one Canvas course (learning activities, lectures, Canvas course design) 1 ½ WLU Significant Course Revision = 40 – 50 hours (Varies with extent of revision) 1 – 1 ¼ WU |
| E | Capstone | 1 Credit hour = 2% Workload per student 4 credits (8) x # (4) students = 32% | 20 hours per student per course (4 students max) 4 students x 20 hours = 80 hours per course or 2 WU |

Elizabethtown College defines a work unit and the ability to be measured in several ways. With regard to teaching, they may be measured by the number of student contact hours in the classroom or laboratory or by the number of student credit hours taught per semester. The nursing faculty workload is calculated in terms of credit and contact hours taught per semester.

Workload Calculations

Using a workload unit calculation, one workload unit is equivalent to 40 hours.

Faculty Workload Expectations

Faculty Contracts

The RN to BSN program is primarily online with one face-to-face lecture offered each sub-term. The program runs in a continuous sequence requiring faculty to serve with a 12-month contract. The nursing program faculty align with Elizabethtown College's other health disciplines in a variety of ways. First, the Principal (Core) Faculty who balance administrative duties with teaching responsibilities are comparable with the Occupational Therapy Program which allocates a percentage of time for administrative duties and a percentage of time for teaching responsibilities. The Director of Nursing and Clinical Coordinator's workload are comprised of teaching 50% of the time and 50% with scholarship of integration and discovery, service, practice, and program duties.

The faculty credit and contact hours workload reflect with the Physician Assistant (PA) Program's credit/contact hour workload expectations and 12-month credit/contact hour requirements which aligns with nationally recognized tenure and nontenure track guidelines. Also consistent with the PA program are practice requirements. Since the nursing faculty prepares students for a direct care role and nursing is a practice-based discipline, our faculty must maintain their practice skills and need to be considered as part of their workload requirements. The workload expectations (in Table 2) follow the Boyer Model of Scholarship which aligns with the Elizabethtown College faculty workload policy.

Table 2.

Workload Expectations

| | Administrative Portfolio for Director & Coordinator | Teaching & Advising for Lecturers | Adjunct Teaching |
|--|--|---|-----------------------------|
| Administrative (Director & Coordinator) | 30% | - | - |
| Teaching (Lecturer) | 50% (18 credit/19.5 contact hours for full-time) | Lecturers 85% (45-48 credits, the equivalent of 46.5- 48 contact hours) | Teaching 100% |
| Practice | 10% | 10% | - |

| | | | |
|---|------|------|---|
| Scholarship of Integration & Discovery | 5% | - | - |
| Professional Activities & Service | 5% | 5% | - |
| Total | 100% | 100% | - |

Administrative Program Faculty Requirements

All Principal Program Faculty, faculty working at least 50% FTE with primary academic responsibility assigned to the Nursing Program who report to the Program Director, are expected to complete duties related to instruction, service, scholarly work, and practice as assigned by the Program Director. All fulltime faculty must be assigned to the program on a 12-month full time basis and at least 50% of that time must be devoted to academic and administrative responsibilities in support of the program.

The percentages of time dedicated to instruction, service, administrative responsibilities, and scholarship for the positions of Program Director, Clinical Coordinator, and lecturers within the RN to BSN Program are as follows:

Program Director

The Program Director must be an RN with a Doctoral degree. The Program Director is expected to teach 18-21 credits annually, the equivalent of (19.5-21.0) contact hours/academic year.

Clinical Coordinator

The Clinical Coordinator must be an RN with a minimum educational preparation of an MSN degree. A full-time Clinical Coordinator is expected to teach 18-21 credits annually, the equivalent of (19.5-21.0) contact hours/academic year.

Lecturers

Non-Tenure Track Faculty are expected to teach 45-48 credits, the equivalent of 46.5-48 contact hours/academic year.

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- ⁱ per Board action on April 24, 2010
 - ⁱⁱ Approved by Faculty Assembly March 29, 2016
 - ⁱⁱⁱ Approved by Faculty Assembly December 9, 2015
 - ^{iv} Modified by Faculty Assembly September 4, 2018
 - ^v Approved by Faculty Assembly October 27, 2015
 - ^{vi} The following was accepted by the Executive Committee of the Elizabethtown Committee Board of Trustees on October 12, 1988 and replaces all previous policy statements unless otherwise stated.
 - ^{vii} Modifications regarding scholarly and professional activity approved by FA 10/22/2019
 - ^{viii} Approved by Faculty Assembly May 1, 2007.
 - ^{ix} The Board of Trustees will review the effectiveness of indicated (April 22, 1989) changes to tenure policy at two-year intervals.
 - ^x Approved April 22, 1989
 - ^{xi} Approved April 22, 1989
 - ^{xii} Approved April 22, 1989
 - ^{xiii} Approved April 22, 1997
 - ^{xiv} Minutes, April 25, 1987, Board of Trustees of Elizabethtown College
 - ^{xv} Approved 3/12/2019
 - ^{xvi} Approved 3/12/2019
 - ^{xvii} Modifications approved by FA 4/23/2019
 - ^{xviii} Revised policy approved by FA 3/12/2019
 - ^{xix} The Grievance Policy for staff is outlined in Chapter 5: Policies Relating to All Employees.
 - ^{xx} Approved by FA 9/24/2019
 - ^{xxi} Approved by FA 11/27/2018
 - ^{xxii} Approved 11/27/2018
 - ^{xxiii} Approved by Student Senate 10/23/14; Ratified by Faculty Assembly 11/11/14)
 - ^{xxiv} Approved by Faculty Assembly 2/2/2021
 - ^{xxv} Approved by Faculty Assembly 11/9/2021