



Registered Nurse to Bachelor of Science Degree in Nursing (RN-BSN) Completion Program

2023 Faculty Handbook

...preparing RN to BSN nursing students to be a holistic practitioner who provides comforting, compassionate, and equitable care, rooted in scientific evidence, responsible for their intellectual development and personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service.

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PURPOSE OF THE HANDBOOK

The Elizabethtown College Nursing Program Faculty Handbook is intended to be used as a supplement to the [Elizabethtown College Faculty Handbook](#) & the [SGPS Faculty Handbook](#) to guide faculty in meeting their academic responsibilities. Further, the handbook should be used as a reference to guide new faculty with onboarding and transition into their roles. The contents of the Nursing Faculty Handbook focus upon information related to the Nursing Department – the faculty, students, and administrative team of the Department.

Message from the Director

Dear Nursing Faculty:

I would like to extend a warm welcome to you and to let you know how honored we are to have you be part of our faculty! Elizabethtown College was founded in 1899 and is a unique place that will cultivate your personal strengths, develop your passions for lifelong learning, and purposeful work.

For over 121 years, Elizabethtown College has an outstanding record of academic excellence in higher education. As a faculty member at Elizabethtown College, you are the heart and soul of the college's achievements and countless stories of student success.

Our approach to nursing education is transformational as we embark on a partnership with our students deeply committed to success.

Together, we will work to deliver an exceptional education, with thought-provoking experiences, and challenge the thinking of the students! The results will be transformational, meaningful, and rewarding!

As your Director of Nursing for the RN to BSN program, I am here to serve you. I look forward to learning and growing with you! I can't wait to get to know and work with you! Thank you for choosing Elizabethtown Nursing! Please do not hesitate to email (homal@etown.edu), call or text (610-703-1515) if you have any issues, questions, or concerns.

~Blue Jays Always!

Lisa Homa, PhD, RN, CNE, CCRN-K

HISTORY OF ELIZABETHTOWN COLLEGE

Elizabethtown College was chartered in 1899 by members of the Church of the Brethren who were interested in establishing an institution of higher education for their denomination in eastern Pennsylvania.

As expressed by the founders in the charter, the purpose of the College was "to give such harmonious development to the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." While expressed in different words, the purpose of the College today still embodies the essence of this educational philosophy.

The Commonwealth of Pennsylvania granted a charter on September 23, 1899. Classes were held for the first time the following year. During its early years, limited enrollment and finances hampered the general development of the institution.

Supported initially by contributions from individual churchmen, the College in time became the responsibility of the Eastern (now the Atlantic Northeast) and Southern District of Pennsylvania of the Church of the Brethren. The Church Districts officially assumed the responsibility for operating the College in January 1919. With the advancing years, the College grew in the size of its enrollment, the extent of its physical facilities, and the quality of its academic program.

Formal accreditation was granted in 1921 by the Pennsylvania Department of Public Instruction and in 1948 by the Middle States Association of Colleges and Secondary Schools. The rate of growth increased significantly from the end of the Second World War. Student enrollment has more than quadrupled since that time. The academic program has been expanded and is continually revised to meet changing needs of students.

Our Church of the Brethren Heritage

Founded by the Church of the Brethren, Elizabethtown unhesitatingly supports the free expression of religion for all individuals and groups. In addition, the College is committed to providing an environment that affirms human differences and similarities by encouraging students to examine, recognize and promote diversity related to national origin, religion, race/ethnicity, gender, disability, sexual orientation, age, and socioeconomic status.

In 1993, the Church of the Brethren relinquished its governance role at the College. Since then, Elizabethtown has been governed by an independent Board of Trustees. The College's bylaws call for eight of 42 Board positions to be Church of the Brethren members. They are elected by the Board, not the church. Three church executives serve ex officio without vote.

The campus community takes pride in the fact that its foundational values have become embedded in the life of the College. The commitment to peace, non-violence, social justice and human dignity are manifest in the [Center for Global Understanding and Peacemaking](#), the Ware Colloquium on Peacemaking and Global Citizenship, the [Young Center for Anabaptist and Pietist Studies](#), and the increased emphasis on study abroad, civic engagement, and peace and justice.

Launched in 2004, the Center for Global Understanding and Peacemaking focuses on

international programs, peacemaking, and civic engagement. Every year, the Center supports more than 100 students who study abroad, 45 international students who take classes at Elizabethtown, and more than 1,200 students engaged in service and outreach locally, nationally, and internationally. Through these experiences, it provides opportunities for students to interact with cultures and peoples different from their own while they develop a sense of their responsibilities as global citizens.

The Center for Global Understanding and Peacemaking presents programming associated with the Ware Colloquium on Peacemaking and Global Citizenship. The annual Ware Lecture on Peacemaking—a highlight of the Ware Colloquium—brings notable speakers to campus. In past years, the lecture has been presented by Mary Robinson, the first woman president of Ireland and former U.N. high commissioner for human rights; F.W. de Klerk, Nobel Prize recipient and former president of South Africa; Jody Williams, Nobel Prize recipient and chair of the International Campaign to Ban Landmines; and Terry Waite, former hostage negotiator and cofounder of Y Care International and Hostage UK.

The Young Center for Anabaptist and Pietist Studies, named for Dr. Galen S. and Jessie M. Young, is an internationally recognized scholarly research institute that fosters contemporary and historical investigations of Anabaptism and Pietism, the theological traditions from which the Church of the Brethren developed. The Center seeks to interpret the cultural and religious heritage of groups emerging from these movements through exhibits, public lectures, workshops, and conferences. The Center's staff regularly teaches undergraduate courses, offers occasional public lectures, and directs research projects. Its Fellows Program supports junior and senior scholars and graduate students on leave from other institutions.

AFFIRMATIVE ACTION STATEMENT

The College is committed to ensuring equal opportunity in all employment Affirmative Action 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. The College strives to provide equal opportunity and an atmosphere free of discrimination. Elizabethtown College does not discriminate based on gender, race, color, religion, age, disability, marital status, pregnancy, 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, in the administration of its educational policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

[To access the full policy:](#)

ACCREDITATION

The baccalaureate program in nursing at Elizabethtown College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).



DISTANCE EDUCATION AGREEMENTS

State Authorization for Distance Education



Elizabethtown College is a participant of the State Authorization Reciprocity Agreement (SARA), a voluntary, interstate agreement that establishes comparable standards for offering postsecondary distance education across state lines. Member states recognize participating institutions that are authorized in other member states. SARA establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

The [State Authorization Reciprocity Agreement \(SARA\)](#) is an agreement among member states, districts, and territories that establish comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Currently, all states (excluding California) plus the District of Columbia are members of NC-SARA.

Additional Information:

- [Activities covered by NC - SARA](#)
- [NC - SARA Members](#)
- [Elizabethtown College Complaint Procedures](#)

Please note that SARA does not cover professional licensure or certification (see below). For more information on SARA, please visit www.nc-sara.org.

ACCREDITATION BY THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: "Our students are well-served; society is well-served." (MSCHE, 2015. For more

information, visit the webpage <https://www.etown.edu/offices/president/middlestates/index.aspx>.

STRUCTURE AND GOVERNANCE

College Mission & Goals

College Mission

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

College Philosophy

Elizabethtown College engages students in a dynamic, integrated learning process grounded in the liberal arts. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth.

The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to "educate for service," Elizabethtown College believes students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long-lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some during the undergraduate experience, others as students grow beyond college.

College Goals

At Elizabethtown College, students are inspired and challenged to:

- Assume responsibility for their intellectual development, personal growth, and well-being. Students will learn to sharpen their curiosity and become aware of the capabilities, strategies and resources needed to learn.
- Reason, analyze, and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- Demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts, including writing, speaking, listening, and interpretation.
- Understand the creative process and its role in human expression and cultivate the ability to make informed aesthetic judgments.

- Navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- Make reflective ethical decisions and act with integrity to seek just outcomes with relationships, communities, and society.
- Apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
- Identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

School of Health & Human Professions (HHP)

Mission

To provide a transformative educational experience that develops highly competent professionals who use their strengths and knowledge to help create change in the lives with whom they work, both locally and globally.

Goals

Our faculty and graduates:

- Uphold ethical and responsible professional standards
- Practice-based on the best available knowledge and can contribute to that knowledge
- Work for equity and inclusion for all peoples

The School of Human and Health Professions includes programs in Education, Exercise Science, Occupational Therapy, Physician's Assistant, and Social Work.

School of Graduate & Professional Studies (SGPS)

Mission

Inspire through education, serve with grace and humility, demand diversity and inclusion, and celebrate success of others.

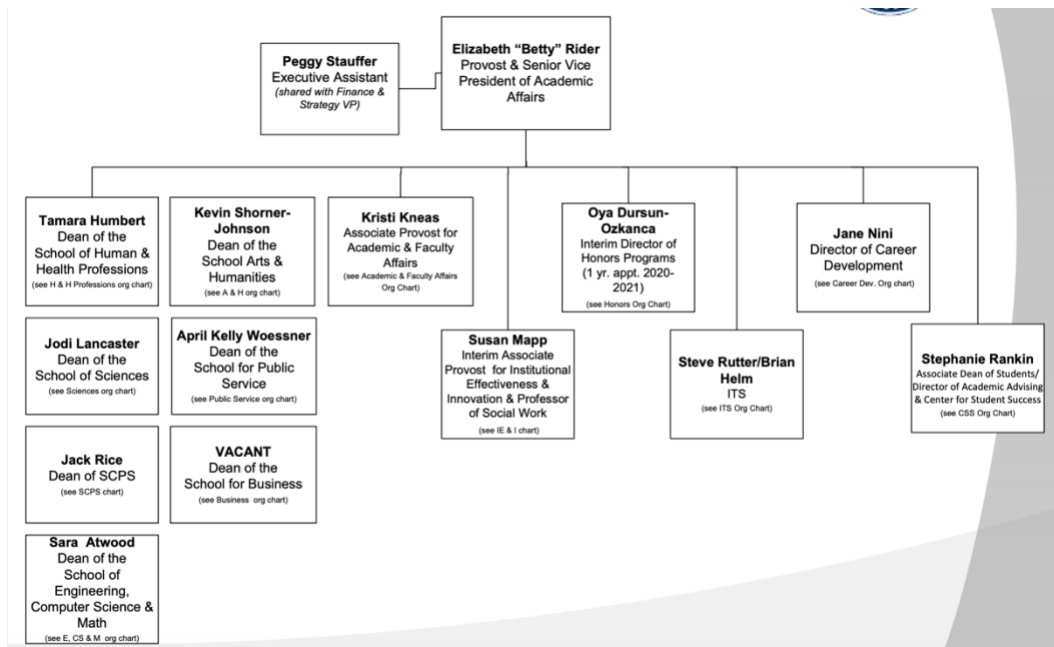
SGPS Goals

- Expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional learners in the College's learning community.
- Develop and administer quality academic programs and activities, with the goals of advancement of student learning outcomes and student achievement of programmatic and institutional learning goals.
- Offer support and guidance to adult students as they progress through their degree

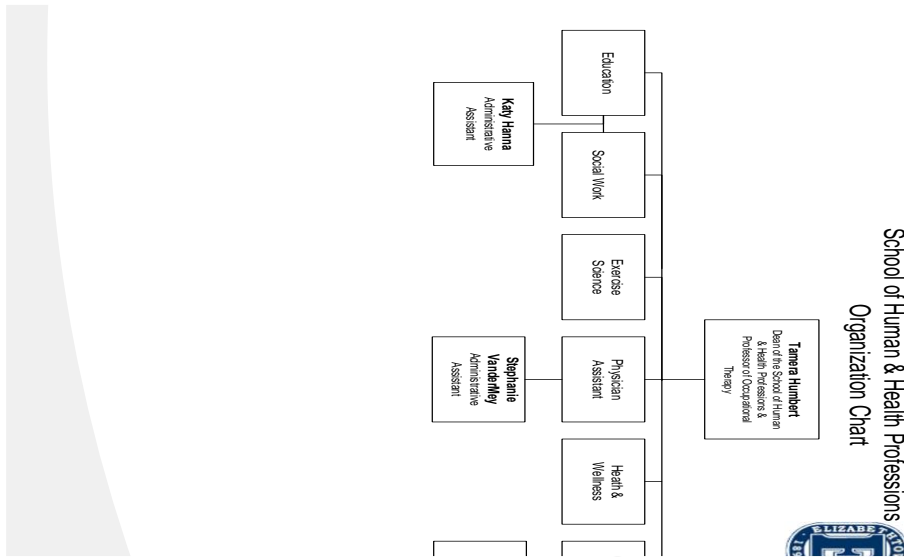
program and achieve their goal of graduation.

- Maintain and advance the liberal arts core values of Elizabethtown College.
- Educate and develop the regional workforce through relevant professional and liberal arts learning experiences that increase worker and employer productivity, and thus, to "educate for service."
- Help lead, by responsible example, the Elizabethtown College learning community in successfully meeting the higher education challenges of the 21st century.
- Support and advance the College's strategic goal of stewardship of resources by increasing departmental revenues while controlling costs in a fiscally responsible manner.
- Value and nurture in the School's staff the qualities necessary to meet these objectives and the qualities necessary for full, personal development.

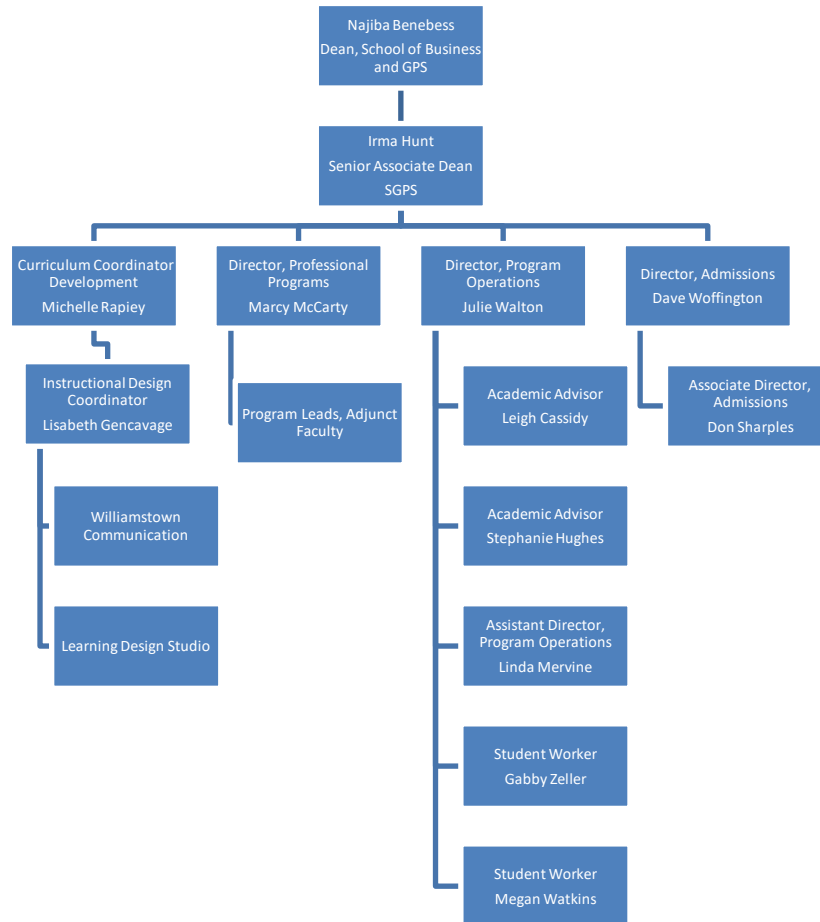
College Organizational Chart



School of Health & Human Professions Organizational Chart



School of Graduate & Professional Studies (SGPS) Organizational Chart



Nursing Program Mission, Vision, Core Values, Goals, & Student Learning Outcomes

Mission

To improve the health of individuals and the global community through leadership, scholarship, and service while advancing the art and science of nursing. This is accomplished by providing an inspiring, student-centered, transformational educational experience deeply rooted in a rich liberal arts tradition. Learners are transformed into holistic nurses where the mind, body, and spirit are interconnected, cultivating personal strengths, and engaging in purposeful work.

Vision

To challenge the status quo in nursing education and become a global leader in online education.

Core Values

Accountability

Taking responsibility for one's nursing judgments, actions, and omissions as they relate to life-long learning, maintaining competency, and upholding quality patient care and outcomes

Cultural Congruence

The application of evidence-based nursing that is in agreement with the preferred cultural values, beliefs, worldview, and practices of healthcare consumers and other stakeholders

Excellence

Strive for excellence by encouraging intellectual curiosity and innovation.

Professionalism

Demonstrating the highest ethical behaviors to all; responsible, respect, integrity, and advocacy, healing the sick, nurturing the wounded, placing patients first, providing holistic care, and educating new professionals.

Scholarship

Nursing practice is underpinned by evidence-based practice to improve health and transform health care. Generate, synthesize, and disseminate scientific knowledge.

Service

Nurses work to alleviate the suffering experienced by individuals, families, groups, and communities and remain actively involved in the community through service. Nurses provide services that maintain respect for human dignity and embrace the uniqueness of each patient and the nature of their health issues without restrictions, regardless of social or economic status. Nurses have the responsibility to protect the people entrusted in their care, promote, and restore health, prevent illness, and protect the people entrusted to their care.

Teamwork and Collaboration

The process of collaborating with colleagues united in accomplishing organizational goals.

Program Goal

The RN to BSN Program prepares the registered nurse to be a holistic practitioner who provides comforting and inclusive care for all people, rooted in scientific evidence, where the student is responsible for their intellectual development, personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service.

RN TO BSN STRATEGIC PLAN FOR 2021-2026

Goal 1: Positive Culture: Create a healthy, positive work culture, where faculty and staff feel free to share feedback, innovative ideas, and possess healthy characteristics where team members flourish.

Goal 2: Dynamic and Relevant Education: Promote a dynamic academic environment to support outstanding student outcomes that develop lifelong reflective learners and socially responsible citizens who bring value to their community and workplace.

Goal 3: Inclusive Excellence: Create a culturally vibrant campus community that values diversity, equity, and inclusion, where all community members achieve a sense of belonging.

Goal #4: Anchor and Partner Institution: Strengthen surrounding communities by building capacity and maximizing partnerships to create significant economic and social impact.

Goal #5: Sustainable Growth: Transform the financial model to become a thriving institution by leveraging core strengths, building capacity, and embracing growth initiatives.

BSN Student Learning Outcome

The RN-BSN Program provides problem-based, student-centered learning that demonstrates the acquisition of competencies and proficiencies from the Scope and Standards for Practice (ANA, 2015); Code for Ethics for Nurses with Interpretive Statements (ANA, 2015); The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); Quality and Safety Education for Nurses (QSEN, 2007); AACN (2012) white paper, [“Expectations for Practice Experiences in the RN to Baccalaureate Curriculum”](#); and Core Competencies in the Interprofessional Collaborative Practice Competencies.

The graduate will: (Student Learning Outcomes)

1. Knowledge for Nursing Practice: Translate and assimilate a body of knowledge borrowed from other disciplines, theory of knowledge, and by a strong liberal arts curriculum cultivating advanced clinical judgment and innovation in nursing practice and a passion for lifelong learning [AACN Essentials D1; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

2. Culturally Compassionate Practice: Nurture caring and interprofessional partnerships with patients and families, and the global community that delivers holistic, compassionate, person-centered care that is safe, equitable and respects cultural fluidity [AACN Essentials D2; Concepts DEI & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
3. Population Health: Promote culturally patient, family, and community outcomes through advocacy, by managing disease, healthy lifestyle choices, and minimizing the impact of social conditions across the healthcare delivery continuum [AACN Essential D3; Concepts SDH& DEI; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
4. Scholarship: Collects best evidence, analyzes, interprets, and disseminates data using the nursing process to promote optimal health of individuals, families, and global communities [AACN Essentials D4; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
5. Quality & Safety: Integrates best practice metrics in safety science using a systems-based approach to inform nursing practice and to solve complex healthcare challenges [AACN Essentials D5 & D7; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
6. Communication & Interprofessional Relationships: Maintain and support an open line of respectful communication among interprofessional teams to create a culture of safety that promotes optimal, holistic care and outcomes for patients, families, communities [AACN Essentials D6; Concepts C & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
7. Informatics & Technology: Integrates and analyzes disparate data to support clinical decision-making and planning to improve care, optimize outcomes, and to reduce healthcare costs [AACN Essentials D8; Concepts EBP & C; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
8. Personal & Professional Development: Pursue a sense of purpose that inspires a commitment to lifelong learning and meaningful work that inspires personal and professional growth, sound health, resilience, and well-being [AACN Essential D9; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
9. Growth & Professionalism: Develops a professional identity founded upon high ethical and moral standards, and accountability, that promote the discipline of nursing and the obligations of the profession [AACN Essentials D10; Concept CJ; AACN White

Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

10. Leadership: Develop as an emerging holistic leader by using effective communication, sound leadership strategies, and employs data as a strategic asset to achieve optimal health for patients, families, and across the community and the globe [AACN Essentials D10; Concepts C & HP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Program Philosophy

The faculty at Elizabethtown College believes that learning is a continuous, life-long process of self-discovery, knowledge development, evaluation, and growth. A liberal arts education, in concert with academic and professional education, fosters the development of a graduate who is a change agent, armed with critical thinking and leadership skills to transform the current and future health care landscape.

Historically, nursing education has been driven by the idea that information must be transmitted from an expert (teacher) to novice (the student), whether in a formal classroom setting or a clinical setting (Benner, 1984). Often, this approach led to learning by intimidation rather than by motivation. Goodwin (2007) posited that true learning occurs when information is assimilated into one's being. When a learner is comfortable, he or she is more likely to dwell in the learning experience, be more inquisitive, and transformed by the meaning derived from the experience (Goodwin, 2007). In a situation where the novice is transformed into a learner and the nurse authority is transformed into an educator, the relationship can best be described as a learning

partnership, an active and conscious awareness and intention on the part of student and teacher (Applebaum, 2000). The role of faculty is to facilitate the learning process and provide and foster opportunities for life-long learning (Applebaum, 2000).

The faculty believe that when Holistic Comfort Theory by Dr. Katharine Kolcaba is employed and threaded throughout the curriculum that students may acquire the necessary confidence and competence to explore, inquire, and practice nursing for the benefit of society as a whole (Goodwin, 2007). Holistic Comfort Theory transforms both the educator and learner from the traditional roles and is eased into a learning partnership that transcends the old relationship between student and teacher. Relief, ease, and transcendence are the central tenets of holistic comfort and may have a significant impact on physical, psychospiritual, social, and environmental contexts (Kolcaba, 2003). These tenets have the potential to not only affect the learning experience of both the educator and learner but provide a meaningful, transformational experience (Goodwin, 2007).

The faculty also believes that the metaparadigm concepts comprise the central issues in the nursing discipline and shape the education, research, and practice. The major concepts in the metaparadigm comprehensively define the patient, as a whole, the patient's health and well-being, and the patient's environment and associated nursing responsibilities (Walker & Avant, 2015).

The person refers to the human being(s), person, group, or community and all things that make it whole, thus nursing's holistic approach. Health, the goal of nursing, is the state of overall wellness. The environment includes the physical environment as well as societal and cultural influences. Nursing refers to the act of helping another through the development of a genuine interpersonal relationship combined with medical knowledge distinct to the discipline (Chinn & Kramer, 2015). These beliefs, as well as learning process concepts, provide the foundation for the organizing framework of the nursing undergraduate and graduate curricula.

The faculty further believes that professional nursing education envelops the development of values, social responsibility, and cultural competence to meet the health care needs of an increasingly complex global society. In the teaching and learning space, there is an appreciation for the uniqueness of individual differences, commonalities, and that each of us will bring into the classroom their own learning experiences, attitudes, beliefs, and abilities. The teaching experience is grounded by our positionality, and we respect each person for their uniqueness, individuality, and culture. The faculty believes that a baccalaureate education prepares nurses to deliver ethical, research-based, high-quality care and improved patient care outcomes.

ANA Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times. Any infraction to this Code of Ethics is very serious and may result in immediate failure and/or dismissal from the nursing program.

To view the 2020 ANA Code of Ethics for Nurses, click the link below;

<https://drive.google.com/file/d/1iHOsl5x5HaoDqXkS9IJTzn3zxJ4cckJB/view>

Nursing Program Ethos

The students, faculty, and community belong to a community of clinician scholars. The American Nurses Association Code for Ethics is threaded throughout the foundations of nursing practice and fundamentally guides a nurse's moral and ethical behavior and decision-making.

As a nursing community, we are committed to upholding the core ethical principles, beneficence, non-maleficence, autonomy, accountability, justice, veracity, and fidelity. These principles guide our relationships with clients, peers, and colleagues. Our positionality is brought into the classroom and in the practice setting, and we anticipate and expect equity and diversity in our nursing culture.

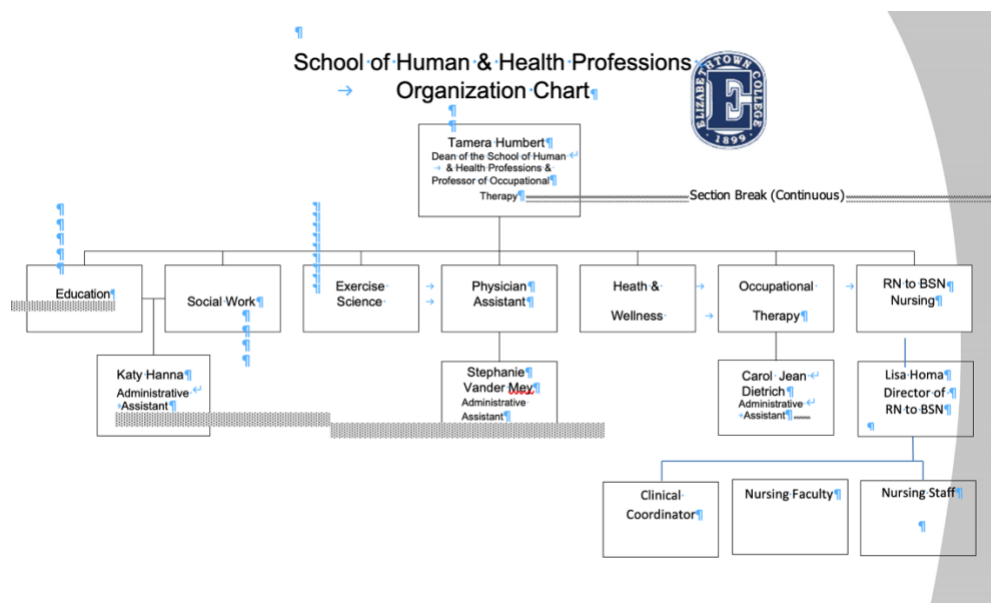
Beneficence is the act of doing good, preventing harm, and striving to do "the right thing" for the patient. By providing culturally congruent nursing care to our patients and families, we strive to promote good (health and prevent illness), which influences all of the systems surrounding the patient, the community, thus, improving the overall quality of health of life for the beneficiaries. Nonmaleficence means to do no harm, as stated in the historical Hippocratic Oath. Harm can be either intentional or unintentional. Nurses are responsible for delivering high-quality, moral, and ethically safe care to their clients.

Autonomy and patient self-determination are upheld when the nurse accepts the client as a unique person who has the innate right to have their own opinions, perspectives, values, and beliefs. Nurses encourage patients to make their own decision without any judgments or coercion from the nurse.

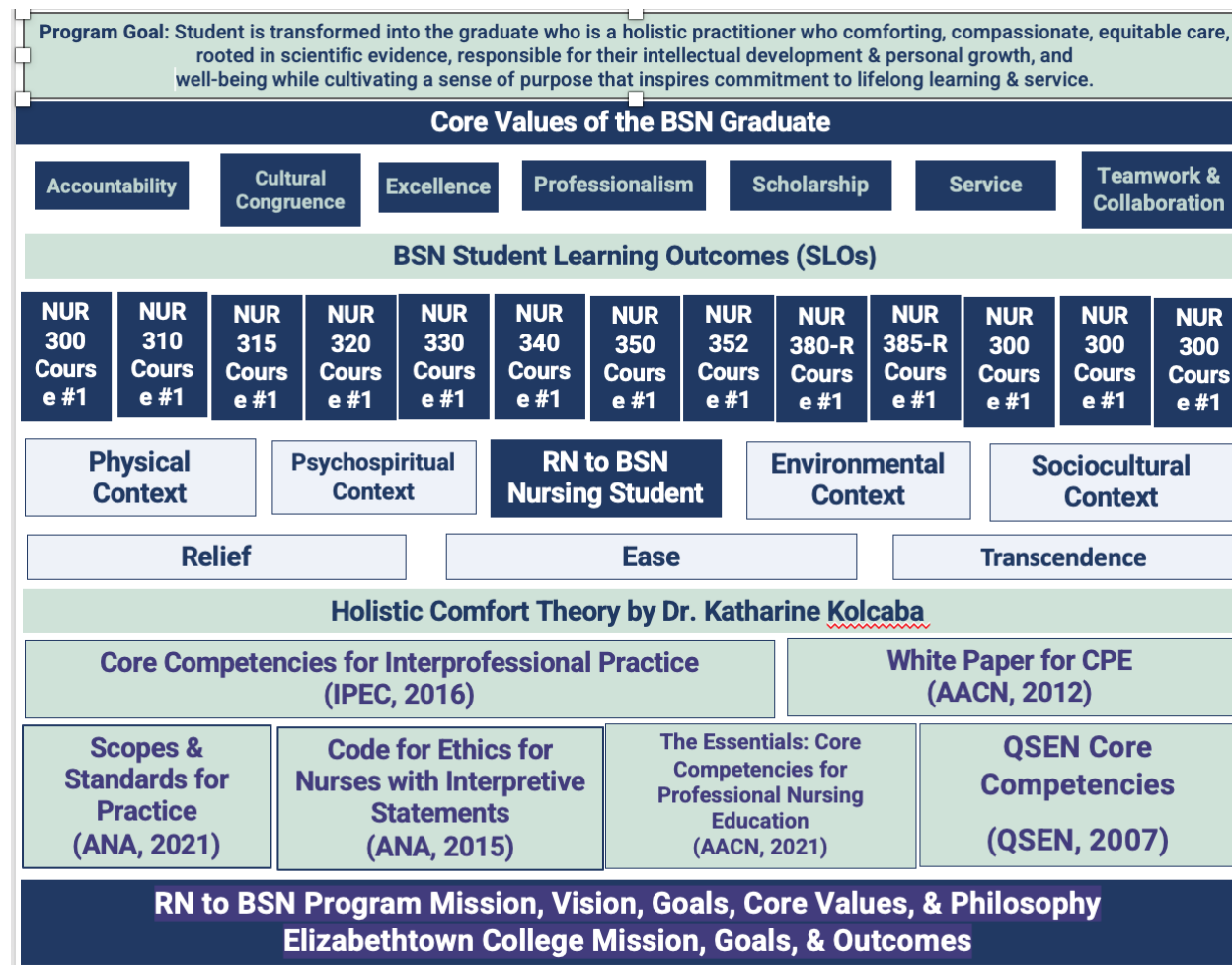
The patient has the right to reject or accept all treatments. Justice means fairness. Nurses must deliver care that is fairly, justly, and equitably distributed among a group of patients. Accountability is accepting responsibility for one's actions. Nurses are accountable for their nursing care and must accept all of the professional and personal consequences that can occur as the result of their actions.

Veracity is being completely truthful with patients; nurses must not withhold the whole truth from clients even when it may lead to patient distress. Fidelity is keeping one's promises. The nurse must be faithful and true to their professional promises and responsibilities by providing high-quality, safe care in a competent manner.

RN to BSN PROGRAM Organizational Chart



Nursing Program Framework



Holistic Comfort Theory

Kolcaba (2003) defined comfort as an immediate experience of being strengthened by having needs for relief, ease, and transcendence met in four contexts (physical, psychospiritual, social, and environmental). The first sense of comfort is relief, described as an experience of a patient who has had a specific comfort need met (Kolcaba, 2003). Ease refers to a state of calm or contentment (Kolcaba, 2003). Kolcaba (2003) described transcendence as a state in which one rises above problems or pain (Kolcaba, 2003). The physical domain pertains to bodily sensations, homeostatic mechanisms, immune function, etc....The psychospiritual domain refers to the internal awareness of self, including esteem, identity, sexuality, meaning in one's life, and one's understood relationship to a higher-order or being. The environmental domain refers to the external background of human experience (temperature, light, sound, odor, color, furniture, landscape, etc.). The sociocultural domain refers to the interpersonal, family (family traditions, rituals, and religious practices), and societal relationships (finances, teaching, health care personnel, etc.).

The conceptual framework of the Comfort Theory posits that when the needs of a patient, or in the case we are using here at Elizabethtown College, the student are met through caring and student-centered teaching and learning practices, the outcome is overall enhanced comfort to the student. As students become more comfortable, they become more fully engaged in the learning experience, which leads to benefits to the faculty (faculty grow and learn with the student) and overall, to the academic institution by improved student satisfaction, improved academic progress, and a more meaningful, enriching academic student experience (Goodwin, 2007; Kolcaba, Tilton, & Drouin, 2006).

FACULTY JOB DESCRIPTIONS

College Description: Academic Department Chairperson Role Description of Department Chair

The department chairperson's role is twofold. They are a member of the academic administration of the College charged with the responsibility and authority to speak for the department and to administer and implement institutional and departmental policies and regulations. He/she is also a member of the teaching faculty, promoting intra- as well as inter- departmental peer relationships, and sharing collegial responsibilities with his/her faculty. As administrative officers, chairpersons are responsible to the SVPAA for the administration of their respective departments and the effective representation of their departments, and thus reflect their department's needs and aspirations.

Duties and Responsibilities: The dean exhibits a disciplinary and an institutional perspective in dealing with various constituencies. The dean is responsible for the strategic planning and direction of their school, fundraising, fiscal budget management, working in the office of admissions on recruitment strategies and retention, working with the office of marketing and communications.

of departmental/institutional plans, activities, and expectations. He/she advances morale and involvement, interprets, and implements administration's decisions, and mediates the concerns of all constituencies.

The department chairperson is responsible for developing and implementing appropriate standards and institutional expectations about department directions and obligations. They foster good teaching, assesses measures of student performance, sees that degree requirements are appropriate, and supervises curriculum development and accreditation.

The department chairperson plays an important role in personnel matters by making proper evaluations and recommendations to the SVPAA and DAA&FD. These include evaluation of faculty 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. In collaboration with the Academic Affairs unit (SVPAA and Deans), the department chairperson is also responsible for determining job descriptions, hiring, and retaining full-time faculty, orientation of new faculty, and seeking quality adjunct professors to balance the needs and direction of the department.

The department chairperson is responsible for scheduling, teaching assignments (routine, overload, independent study, internships, and research), student advising loads, and making committee and club advising assignments. They supervise departmental facilities, equipment, and support staff (clerical, technical, paraprofessional, and student employees). The chairperson sets budget priorities, develops, and administers the budget, supervises library acquisitions, and approves work orders, textbook and general requisitions.

The department chairperson maintains essential departmental, student, and alumni records. They handle routine correspondence, reports for information, and surveys. The chairperson develops a program of departmental publicity and assists in student recruitment/retention activities.

Finally, the department chairperson establishes and maintains relationships with other college constituencies (various departments, students, alumni, etc.) and with off-campus groups (business/industry, church, and community) where appropriate.

Appointment of Department Chairperson (Nursing Director)

- a. Procedures: Any member of the department may make nominations for the position of department chairperson. In the event a new faculty member is to be recruited from outside the College for the position, the SVPAA will undertake her/his recruitment and may receive nominations from any source. In either case, the SVPAA shall individually consult with the members of the department, the DC&H and the DAA&FD.
- b. Appointment of an Acting Department Chairperson: In case of disability, resignation, leave of absence, dismissal, or death of the incumbent department chairperson during the term of her/his appointment, the SVPAA, after individual consultations with the department faculty, the DC&H, and the DAA&FD, will select and appoint an acting department chairperson for the remainder of the academic year.

- c. **Terms and Conditions of the Appointment:** The office of the chairperson is subject to the administrative authority of the SVPAA. A department chairperson is usually appointed for a three-year term, renewable by the SVPAA, after individual consultation with the department faculty, the DC&H, and the DAA&FD. If the department chairperson is on leave of absence or sabbatical leave, the year(s) will be counted toward the three-year term. Department chairpersons will be evaluated annually on the quality of their performance by the SVPAA, in consultation with department members. Department chairpersons, in addition to their established faculty compensation, may receive administrative stipends and/or release time from regular teaching duties as determined by the policy on faculty workloads.

JOB TITLE: Director of the Department of Nursing
(Based upon Nursing Professional Standards)

The Director of the Department of Nursing reports to the Senior Vice President for Academic Affairs & Dean of Faculty and is responsible for leading and growing nursing education at Elizabethtown College.

Primary Responsibilities

- Develop a strategic plan for the future of nursing at Elizabethtown College including expansion of nursing curricula programming.
- Advance excellence in nursing education by committing to professional and graduate education, diversity, and inclusion.
- Demonstrate leadership acumen, and the ability to manage an annual budget, and engage in and support funding opportunities.
- Collaborate with key personnel in the Offices of Finance, Administration, General Counsel to establish, review and affirm contracts regarding faculty and clinical affiliations.
- Monitor Commission on Collegiate Nursing Education [CCNE] accreditation requirements and ensure all requirements are being met in all nursing programs offered at Elizabethtown College.
- Establish relationships with faculty and staff throughout the College to advance and maintain college wide collaborations.
- Develop a strategy and process to build academic and clinical partnerships that support academic progression at Elizabethtown College.
- Oversee clinical opportunities and community engagement for nursing faculty and students.
- Other duties as assigned.

Education And Experience

- Candidates must have an earned doctoral degree and qualify for appointment to the rank

of Full Professor or Associate Professor.

- Hold an unencumbered license as a professional registered nurse in Pennsylvania or eligible for professional licensure in Pennsylvania.
- 7-10 years of academic experience in both faculty and administrative roles.
- Ability to work with all levels of college employees and external partners.

Knowledge, Skills, And Abilities Required

- Visionary leader with excellent, verbal, interpersonal and written skills.
- Demonstrates great depth of knowledge/skills in nursing education.
- Ability to effectively communicate and engage with all levels of leadership.
- Must have the ability to work in a fast-paced environment and be flexible and able to quickly adapt to changes.
- Intermediate skill level with Microsoft Office Programs.
- Ability to develop and manage others.
- Project management ability.
- Analytical and problem-solving abilities required.
- Ability to maintain strict confidentiality.

JOB TITLE: Clinical Coordinator

Department: Academic Affairs

Reports to: Associate Provost for Academic & Faculty Affairs

Work Hours: Position is remote 50% of the time. Expect to spend 25 – 50% of the time on campus. Business hours. Monday through Friday with flexibility to make your own schedule.

Status: Part-time

FLSA Classification: Non-Exempt

Creation/Revision Date: 5/12/21

Summary

Responsible for planning and organizing the nursing practice experiences, lab courses, including clinical sites and facilities, part-time clinical faculty assignments, orientation and class scheduling, and preceptor assignments where applicable, including out of district online students.

Essential Functions

- Responsible for planning and organizing the nursing practice experiences, lab courses, including clinical sites and facilities, part-time clinical faculty assignments, orientation and

class scheduling, and preceptor assignments where applicable, including out of district online students.

- The primary role of the coordinator is to locate, place, and maintain successful clinical practice experience requirements for the RN to BSN Program.
- Identifies and formulates clinical contracts with all clinical sites. Each healthcare organization has specific requirements to follow for clinical placement. The Coordinator will be responsible for ensuring that all student clinical documentation is current and meets the site requirements. The coordinator is charged with maintaining, updating and verifying all affiliation agreements
- Monitors and maintains data; Typhon (Clinical Software) to ensure all materials are current for accreditation for both students and faculty
- Evaluates student readiness for practice experiences by monitoring physical exam, CPR, criminal background check, malpractice insurance, and immunizations/titers. The coordinator is responsible for ensuring that all student credentials are current in Typhon
- Network to find new placement opportunities
- Organizes, assesses, and facilitates clinical practice orientation for students and faculty
- Prepares clinical practice experience wish list and ensures that students make their selections in a timely manner
- Prepares clinical placement and nursing schedules for direct clinical placement in three courses: Population Health, Nursing Leadership and Capstone
- Assesses lab and equipment for readiness including: (Physical lab, Simulation, & Virtual) The program is 100% online, there is a physical lab at the college with minimal oversight required. Virtual simulation is embedded into one nursing course. Minimal oversight needed to ensure program is current
- Formulate budget recommendations
- As a registered nurse, may be called upon for routine or emergency medical assistance
- Coordinator serves in the role as a mediator with our clinical partners and evaluate all clinical sites; for the ability to identify and meet student learning outcomes; and make applicable recommendations and oversee the student experience
- As a clinical coordinator, you are responsible for arranging clinical sites and managing the relationship between the school, student, and facility supervisor. The coordinator also reviews student progress and addresses any problems that arise
- Lead orientation for new clinical faculty. The coordinator monitors student progress and overall academic performance during the clinical experience. If students fail to meet academic expectations, the coordinator meets with them to discuss strategies to improve their performances.

- Performs other duties as assigned:
- Develop a social media presence for the nursing program for example, create a Face Book and Instagram page
- Create and maintain the nursing program newsletter or news updates
- Assist with graduation activities (prep only) and pinning
- Assist with launching student nurse association
- Assist with accreditation prep such as assist with preparing accreditation documents, activities for onsite evaluation
- Assist with preparing documents for evidence room for accreditation
- Teach courses in the BSN program in clinical and/or didactic as needed or within the designated workload distribution

Qualifications

Student-centered, critical thinker, planner and organizer, facilitator, attention to detail, adaptable and flexible, dependable, autonomous, basic orientation to Word, Face Book, social media, clear verbal and written communicator, and a team player. Must have an active, unrestricted RN license, MSN degree and the ability to work with adults in an educational setting

Education and/or Experience

Registered Nurse (RN); Master's degree; experience teaching nursing students preferred; preferred clinical coordination experience preferred

Other Skills, Abilities, and/or Training

- Ability to preserve confidentiality of information
- Ability to prioritize multiple tasks in a fast-paced environment
- Strong organizational skills and attention to detail
- Ability to work within strict deadlines
- Good interpersonal skills and desire to be a team player
- Exceptional customer service skills
- Excellent written communication skills (i.e., business letter writing, grammar, etc.)
- Excellent oral communication skills (i.e., ability to deal effectively with others, speak professionally on the phone, etc.)
- Proficient with Microsoft® Office Suite

Physical Demands

- Regularly required to remain seated in a normal position for extended periods of time

- Regularly required to walk about (building and campus)
- Regularly required to maintain balance while walking, standing, crouching, or running
- Occasionally required to reach up and out with hands and arms
- Regularly required to talk and hear, verbally express information or instructions
- Regularly required to use hands to grasp objects, type, pick up objects, move objects, or hold objects
- Occasionally required to stoop, kneel, crouch, and/or crawl
- Regularly required to climb stairs and/or ladders
- Occasionally required to lift up to 25 pounds and carry a distance of 10 feet
- Occasionally required to push and/or pull up to 25 pounds a distance of 10 feet
- Occasionally required to stand for long periods of time

Vision Requirements

To successfully perform this position, individuals must possess the following:

- Close vision (clear vision at 20 inches or less)
- Depth perception and the ability to judge distances and spatial relationships
- Adjustable focus

Work Environment

The work environment characteristics described here are representative of those encountered while performing the essential functions of this job.

The individual is regularly exposed to indoor conditions and moderate noise level; the individual is occasionally exposed to outdoor weather and temperature extremes.

JOB TITLE: Lecturer

Department: Academic Affairs

Reports to: Associate Provost for Academic & Faculty Affairs

Work Hours: Position is remote 50% of the time. Expect to spend 25 – 50% of the time on campus. Business hours. Monday through Friday with flexibility to make your own schedule.

Status: Full-time

FLSA Classification: Non-Exempt

Creation/Revision Date: 5/12/21

Essential Functions

The Lecturer will have teaching responsibilities in the undergraduate program. In alignment with the Etown College Faculty Handbook, the Nursing Program follows the Standard Evaluation Plan (SPE) for faculty evaluation and performance. The SPE is guided by the Boyer Model of Scholarship. Interested candidates should have experience in curriculum development/evaluation, academic teaching using multiple modalities (didactic, online). As a registered nurse, may be called upon for routine or emergency medical assistance

- Teach courses in the BSN program in clinical and/or didactic as needed or within the designated workload distribution

Qualifications

Student-centered, critical thinker, planner and organizer, facilitator, attention to detail, adaptable and flexible, dependable, autonomous, basic orientation to Word, Face Book, social media, clear verbal and written communicator, and a team player. Must have an active, unrestricted RN license, MSN degree and the ability to work with adults in an educational setting

Education and/or Experience

Registered Nurse (RN); Master's degree; experience teaching nursing students preferred; preferred clinical coordination experience preferred

Other Skills, Abilities, and/or Training

- Ability to preserve confidentiality of information
- Ability to prioritize multiple tasks in a fast-paced environment
- Strong organizational skills and attention to detail
- Ability to work within strict deadlines
- Good interpersonal skills and desire to be a team player
- Exceptional customer service skills
- Excellent written communication skills (i.e., business letter writing, grammar, etc.)
- Excellent oral communication skills (i.e., ability to deal effectively with others, speak professionally on the phone, etc.)
- Proficient with Microsoft® Office Suite

Physical Demands

- Regularly required to remain seated in a normal position for extended periods of time
- Regularly required to walk about (building and campus)
- Regularly required to maintain balance while walking, standing, crouching, or running
- Occasionally required to reach up and out with hands and arms
- Regularly required to talk and hear, verbally express information or instructions

- Regularly required to use hands to grasp objects, type, pick up objects, move objects, or hold objects
- Occasionally required to stoop, kneel, crouch, and/or crawl
- Regularly required to climb stairs and/or ladders
- Occasionally required to lift up to 25 pounds and carry a distance of 10 feet
- Occasionally required to push and/or pull up to 25 pounds a distance of 10 feet
- Occasionally required to stand for long periods of time

Vision Requirements

To successfully perform this position, individuals must possess the following:

- Close vision (clear vision at 20 inches or less)
- Depth perception and the ability to judge distances and spatial relationships
- Adjustable focus

Work Environment

The work environment characteristics described here are representative of those encountered while performing the essential functions of this job.

The individual is regularly exposed to indoor conditions and moderate noise level; the individual is occasionally exposed to outdoor weather and temperature extremes

JOB TITLE: Adjunct Nursing Faculty**Opportunity at a Glance**

Great teachers are remembered not just for the knowledge they impart, rather, for the way they motivate their student's achievement and improve skills for life. Almost everyone has had that one special teacher who has impacted our lives in such a profound way, that we will never forget. Are you ready to be that one, unforgettable nursing professor? Here at Elizabethtown College nursing, we believe education should mean transformation. It is time for nurses to expect a better way of learning. Our faculty believes in inspiration over intimidation, in a caring and supportive environment in and out of the classroom. Elizabethtown College is a special place. Find out for yourself and become... part of our flock!

The Elizabethtown College BSN nursing program invites applications for adjunct faculty positions in the area of Medical-Surgical Nursing; dedicated student advisors, active participant in ongoing recruitment efforts, engages in professional, scholarly, civic and service-learning activities, didactic and clinical instruction.

Position Responsibilities:

Teach undergraduate theory courses and provides the learner with opportunities to apply the knowledge to practice. Uses a blended pedagogical strategy to address a wide variety of learners.

Establish and maintain an online presence in and out of the classroom. Collaborate with faculty, nursing and interprofessional health teams. Demonstrate skill in clinical practice in a given specialty area. Provide caring, safe, learning environment where students are free to innovate, critically think, and question the status quo. Manage learners who are having difficulties, support and provide motivation. Believe that diversity in our campus community enriches the educational experience of its students by providing them with the opportunity to learn from individuals of various backgrounds. Please visit [Elizabethtown College Nursing website](#) for information regarding our mission, core values, and beliefs.

Qualifications:

The preferred candidate will demonstrate evidence of teaching effectiveness and commitment to undergraduate BSN education. Demonstrates expert knowledge and background in the area of Medical-Surgical Nursing. An MSN degree is required with a preferred doctoral degree. RN licensure in the Commonwealth of Pennsylvania is required. Evidence of continuing education. Professional memberships relevant to areas of expertise. All application materials must be submitted through eh Elizabethtown College careers webpage at www.etown.edu/offices/human-resources/careers.aspx. Applicants should submit a cover letter addressed to Lisa Homa, PhD RN, CNE, CCRN-K, Program Director, a current curriculum vitae (CV) list of three professional references, including contact information. For questions about the opening, please contact Lisa Homa at homal@etown.edu

JOB TITLE: Clinical Practice Experience Instructor (CPEI)

Department: Academic Affairs

Reports to: Associate Provost for Academic & Faculty Affairs

Work Hours: Position is remote 100% of the time except for accreditation activities.

FLSA Classification: Non-Exempt

Creation/Revision Date: 5/12/21

Summary

Responsible for indirect supervision of students during clinical practice experiences. Faculty must be available as per a call schedule for students who need assistance at a clinical site. Faculty is responsible for grading clinical practice assignments (in Canvas) weekly, submitting grades, and providing meaningful actionable feedback to students.

Essential Functions

- Responsible for grading all clinical practice assignments throughout the course
- Be available to students according to the call schedule if needed
- Perform a clinical site evaluation as needed
- Perform preceptor and student evaluations

- As a registered nurse, may be called upon for routine or emergency medical assistance
- Monitor clinical timesheets in Typhon to ensure that students meet their CPE goals

Qualifications

Student-centered, critical thinker, planner and organizer, facilitator, attention to detail, adaptable and flexible, dependable, autonomous, basic orientation to Word, Face Book, social media, clear verbal and written communicator, and a team player. Must have an active, unrestricted RN license, MSN degree and the ability to work with adults in an educational setting

Education and/or Experience

Registered Nurse (RN); Master's degree; experience teaching nursing students preferred; preferred clinical coordination experience preferred

Other Skills, Abilities, and/or Training

- Ability to preserve confidentiality of information
- Ability to prioritize multiple tasks in a fast-paced environment
- Strong organizational skills and attention to detail
- Ability to work within strict deadlines
- Good interpersonal skills and desire to be a team player
- Exceptional customer service skills
- Excellent written communication skills (i.e., business letter writing, grammar, etc.)
- Excellent oral communication skills (i.e., ability to deal effectively with others, speak professionally on the phone, etc.)
- Proficient with Microsoft® Office Suite

Physical Demands

- Regularly required to remain seated in a normal position for extended periods of time
- Regularly required to walk about (building and campus)
- Regularly required to maintain balance while walking, standing, crouching, or running
- Occasionally required to reach up and out with hands and arms
- Regularly required to talk and hear, verbally express information or instructions
- Regularly required to use hands to grasp objects, type, pick up objects, move objects, or hold objects
- Occasionally required to stoop, kneel, crouch, and/or crawl
- Regularly required to climb stairs and/or ladders
- Occasionally required to lift up to 25 pounds and carry a distance of 10 feet

- Occasionally required to push and/or pull up to 25 pounds a distance of 10 feet
- Occasionally required to stand for long periods of time

Vision Requirements

To successfully perform this position, individuals must possess the following:

- Close vision (clear vision at 20 inches or less)
- Depth perception and the ability to judge distances and spatial relationships
- Adjustable focus

Work Environment

The work environment characteristics described here are representative of those encountered while performing the essential functions of this job.

The individual is regularly exposed to indoor conditions and moderate noise level; the individual is occasionally exposed to outdoor weather and temperature extremes.

FACULTY ORIENTATION**[New Faculty Orientation Video \[YouTube 14 min\]](#)**

The appointment of a new full-time faculty member represents the culmination of a thoughtful process that involves many individuals. Thus, when the individual arrives as a member of the faculty community, an investment has already been made, and the school looks forward to welcoming the new colleague. It is critical at this point that the orientation of that individual is comprehensive, well-organized, and inclusive of a wide range of components that will help them be successful in the new appointment. This is as important for faculty who are experienced and have taught elsewhere as it is for those who are new to the faculty role, as the position will be implemented in a new environment with its own history, culture, and priorities.

The importance of a strong orientation for new faculty has received significant attention in recent literature, which notes the importance of acknowledging and attending to the fact that individuals who assume a faculty position for the first time are making a work-role transition from that of expert clinician to that of novice academic educator. The orientation of new faculty – whether they are new to the role or experienced in it – is strengthened by attending to the competencies expected of academic nurse educators and ensuring that individuals are capable of fulfilling those competencies. Additionally, faculty benefit from assistance with prioritizing their many competing demands and formulating plans to meet the multiple demands of the role while still achieving their personal and professional goals.

The framework for the program now includes the following elements:

- [Self-assessment](#)
- [Learning Style Inventory](#)
- [Online Instructor Checklist](#)

- Focused meetings with key individuals at the college (College Orientation)
- A series of ongoing monthly meetings
- [Faculty guides](#)
- Clarification of [responsibilities the new faculty member](#) has throughout the orientation program
- [Faculty Orientation Activity Checklist](#)
- [New Faculty Orientation Survey](#)

The orientation program is revised as needed, based on evaluative feedback.

The Self-Assessment

Prior to beginning employment, each new faculty member is asked to complete an online survey in order to rate her/himself regarding competence in each area of nurse educator ability (and accompanying task statements). This document reflects the nurse educator competencies developed and disseminated by the National League for Nursing [Halstead, J. (2007)]. The assessment is reviewed by the Director of Nursing so the orientation can be individualized and address areas of greatest concern to the new faculty member. Once the assessment is complete, educators are given access to the Canvas course, "Teaching Success" to review modules, readings, and quizzes specific to the areas needing further study.

The Guides

Each new faculty member is provided with seasoned faculty who volunteer to invest time – in a deliberate way – to help new faculty transition to their new role and environment. Those seasoned faculty are referred to as guides, and a complete outline of the responsibilities of each is provided. Generally, the responsibilities are as follows:

- [Culture Guide](#). This individual is expected to help new faculty understand the culture of Etown Nursing and the College and how things work.
- [Pedagogical Guide](#). The Director of Nursing fills this role and is expected to help new faculty with their teaching responsibilities.

The Ongoing Meetings

As a way to ensure that new faculty remain "connected" with one another and with the orientation program, each individual is invited to participate in a meeting each month during the first four to six months of employment. These meetings are facilitated by the Director of Nursing and may have a designated focus (e.g., governance, workload, student/faculty relationships) or be open to whatever questions/issues the new faculty wish to discuss.

Nursing Program New Faculty Orientation Goals: The program is designed to achieve the following goals:

- Create a community of like-minded educator/scholars dedicated to enriching the field of nursing education and advancing educational excellence
- Promote the scholarship of teaching as integral to the faculty role
- Elevate teaching as a respected activity that requires scholarly inquiry and pedagogical expertise
- Contribute to improving the quality of teaching, learning, evaluation, and curriculum design in nursing

For a complete list of faculty orientation activities, please refer to the following handbooks:

[Faculty Orientation Activity Checklist](#)

[Etown Faculty \(SGPS\) Handbook](#)

[New Faculty College Orientation Resources](#) led by Dr. Kristi Kneas

[College Employee Handbook](#)

[College Faculty Handbook](#)

Faculty Expectations in the Classroom

Faculty must maintain a safe online classroom environment where students feel safe to share. Faculty are required to submit final grades timely and follow the academic deadlines for grade submission carefully. Final grades should be submitted through Jayweb. Faculty are expected to have the course published by the Friday prior to the course start date. Faculty are expected to report student attendance in JayWeb the first week of class and report learners missing class to advisors. Please see the [SPE](#) for detailed classroom expectations for faculty.

Timely Response to Student Emails

Instructors are expected to respond to student emails within 48 hours (unless the email falls on a weekend or holiday break) then return the email asap. Instructors are expected to provide students with timely and meaningful feedback on learning activities. Instructors should follow the [Online Instructor Checklist](#) for start of semester activities. This aligns with online instructor best practices and expectations for faculty and student communication.

RN Licensure

Nurse faculty must maintain current PA unrestricted registered nurse licensure throughout employment with Elizabethtown College. Individual faculty members are responsible for preparing materials related to all assigned teaching topics, including, but not limited to study materials, course examinations, and daily class activities.

FACULTY PROFESSIONAL DEVELOPMENT

The AACN provides many free resources for faculty to aspire to lifelong learning practices.

[Faculty Development through the AACN](#)

[Toolkits Available for Faculty through the AACN](#)

[NLN Professional Development Opportunities](#)

[Sigma Professional Development Opportunities](#)

The literature is clear with respect to the importance and benefits of providing a robust professional development program for faculty. The nursing program acknowledges that it is essential for nurse educators to incorporate current trends in healthcare and discuss relevant issues faced within the nursing profession. Between campus and the online classroom, a successful nurse educator must incorporate a myriad of learning opportunities into a course's design. This is particularly the case for online classes, where video clips, virtual demos, active discussion boards, and other real-life interactions can bolster the nursing student's learning experience. Nurse educators want to create an academic experience that is both enriching and relevant. Using technology tools and creatively finding ways to boost student engagement helps nurse educators promote learning and stand out as effective teachers. Beyond serving as contributors to the development of future nursing professionals, nurse educators also play an indispensable role in shaping the future of healthcare. Many nurse educators serve as dedicated mentors for nursing students by becoming a valuable sounding board for questions. They also often serve as a resource for reliable information and offer on-the-job guidance for less seasoned staff. Nurse educators share an unwavering commitment to the field, and that level of enthusiasm can spread easily through the classroom. By modeling professionalism and dedication, nurse educators can instill these qualities in students pursuing a career in the nursing profession.

The shifting nature of the healthcare industry, combined with the ever-changing demographics of the population, have contributed to an increased demand for nurse educators across the country. According to the Administration on Aging, nearly 50 million Americans were over the age of 65 in 2016, and that number is slated to increase. This heightened percentage of older Americans means more retirees from the nursing profession. At the same time, it also statistically foreshadows an increased need for healthcare, as aging members from the community need more access to services. To support this growing need, the healthcare field is actively working to build a trained workforce. Nurse educators are needed to create adaptable nursing teams capable of delivering quality patient care. The Etown Nursing Program understands the growing need to keep the faculty current, relevant, and creating "out of the box" strategies to satisfy and inspire learners.

The Etown Nursing Faculty are the program's greatest asset. Annually in August, the Etown faculty participates in professional development activities that the faculty requests and expresses interest. For more details and information, please contact Director Lisa Homa and members on the New Faculty Orientation Committee.

FACULTY GOVERNANCE

Elizabethtown College nursing program [Faculty Bylaws](#). The NFO serves as the governing body and decision-making body for the nursing program. Elizabethtown College nursing faculty are influenced both internally and externally by two additional guiding bodies: internally, by the College governance structure and externally, by the Community of Interest (COI) represented by Program of Nursing Advisory Council (PNAC). The Nursing Program is congruent with College governance policies in all areas with the exception of policies specifically required by nursing professional standards and our accrediting bodies. The Nursing Program is also guided by a Standing Committee structure which consists of 6 committees: Curriculum and Admissions Committee, Resource Committee, Faculty Orientation & Development, Program Evaluation Committee, Pinning & Graduation, and in the near future Graduate Nursing Program Evaluation. Members of the NFO meet monthly and are essential to program governance. All members of the NFO regardless of employment status have voting rights. The members of the Standing Committees are led by a Chair and meet a minimum of one time per academic semester. Interested students are encouraged to become a student representative and take part in the governance structure of the program by attending meetings and sharing feedback.

NURSING FACULTY ORGANIZATION (NFO) & STANDING COMMITTEES

FACULTY BYLAWS

ARTICLE I. PREAMBLE

The Bylaws of the Faculty of the Elizabethtown College Program of Nursing shall be utilized to facilitate the governance and operations of the Faculty of the Program of Nursing. The Bylaws shall be a working, amendable document that may be changed as the Program evolves. Proposed changes to these Bylaws shall be brought forth to the Nursing Faculty Organization. The name of the group shall be the Nursing Faculty Organization, hereinafter referred to as NFO.

The primary responsibilities of the faculty of the Program of Nursing are in six key areas:

1. The ongoing development, implementation, and evaluation of the curricula.
2. Productivity and excellence in scholarship.
3. The recruitment, retention, selection, instruction, evaluation, and progression of students, and graduation.
4. Service to the Program, the College, the community of the profession.
5. Orientation, mentoring and professional development of faculty peers.
6. Review and recommendation of academic policies and procedures, student, and faculty handbook revision.
7. Develop, implement, and evaluate the philosophy, purpose, and objectives of the

Nursing Program.

8. Promote collaborative relationships with administrative and academic departments of the College and with a community of interest members in the region

ARTICLE II

Purpose, Membership, and Structure of the NFO

Section 1.01 Purpose

- a. To formalize faculty contribution to the governance of the Nursing Program and the College.
- b. To initiate, formulate, and evaluate policies and programs that facilitate the realization of the goals of the Nursing Program and Elizabethtown College.
- c. To set its own procedures for governance, including the formation of ad hoc committees as necessary

Section 1.02 Membership

- a. Faculty members holding the rank, title of Professor, Associate Professor, Assistant Professor, Instructor, and Clinical Instructor, Visiting Faculty, Faculty Associate, Research Associate, Adjunct Professor, and Lecturer and nursing staff

Section 1.03 Voting Membership

- a. Faculty members holding the appointed rank of Professor, Associate Professor, Assistant Professor, and title of Instructor, Adjunct Professor, Clinical Instructors, and staff. All faculty regardless of their employment status (full-time, part-time, or per diem), are voting members.

Section 1.04 Steering Committee: (Future State Etown Nursing RN to MSN)

- a. Until the MSN tracks are built in 2023 (and MSN Director), the RN to BSN Director of Nursing will serve as the Chairperson (See Nursing Program Staffing Plan). The Steering Committee shall consist of a Chairperson, a Vice-Chairperson, a Secretary, and two Members-at-large, all of whom shall be voting members of the NFO. The immediate past-Chairperson shall also be a member of the Steering Committee for one year only.

Section 1.05 A recorder shall be assigned for each meeting

- a. The Recorder shall:
 - i. Record minutes of committee meetings
 - ii. Distribute minutes to members of the Organization

ARTICLE III**Meetings of the NFO**

- a. Standing meetings shall be held at least two times during the fall semester, two times during the spring semester, and one time during the summer session.
- b. The April meeting shall be designated as the annual meeting.
- c. Additional meetings may be called by the Steering Committee or by petition from at least three voting members of the NFO.
- d. Dates and times of meetings will be determined by the Steering Committee.
- e. The schedules of all members will be considered when determining the dates and times of meetings.
- f. Robert's Rules of Order will serve to guide the conduct of meetings.
- g. Until there are enough faculty to create a Steering Committee, the Director of Nursing will:
 - i. Prepare an agenda for each meeting
 - ii. Preside at all meetings of the committee
 - iii. Present a written report, including recommendations, to the Organization
 - iv. Call special meetings as necessary

ARTICLE IV (FUTURE STATE OF ETOWN NURSING 2023)**The Steering Committee of the NFO (Future State Etown Nursing RN to MSN)****Section 1.01 Purpose and Responsibilities**

- a. The Steering Committee is directly accountable to the faculty, as a whole, from which it is elected. It may act on behalf of the faculty and shall be accountable to the faculty for those acts.
- b. The Steering Committee shall oversee and support all activities of NFO standing committees.

Section 1.02 Election of Steering Committee Members

(Future State Etown Nursing RN to MSN 2023)

- a. The election of the members of the Steering Committee will be conducted yearly via balloting in May.
- b. Members of the Steering Committee (described above) shall be elected by the

voting members of the NFO.

- c. The Vice-Chairperson will be considered Chairperson-Elect.
- d. The Vice-Chairperson shall assume the position of Chairperson at the completion of the Chairperson's two-year term.
- e. Terms of office for all members of the Steering Committee shall be from July 1 to June 30.
- f. The length of the term of each office will be two years.
- g. Terms of office will be staggered to ensure continuity.

Section 1.03 Responsibilities of the Steering Committee

(Future State Etown Nursing RN to MSN)

- a. The Chairperson (Director of Nursing till MSN Tracks are built 2023) will call the meetings of the NFO, call for agenda items, and preside over NFO meetings.
- b. The Chairperson will distribute the agenda for NFO at least two days in advance.
- c. In the absence of the Chairperson, the Vice-Chairperson shall assume all duties of the Chairperson.
- d. The Vice-Chairperson shall request written annual reports from the Chairpersons of all standing committees at least one month prior to the annual meeting in May.
- e. The Secretary shall maintain a roster of all voting members of the NFO.
- f. The Secretary shall conduct the voting process for issues requiring a ballot vote except for the yearly election of Steering Committee members.
- g. The Steering Committee will evaluate the effectiveness of the Standing Committees based on the annual report submitted by the Chairperson of each committee.

Section 1.04 Vacancy

- a. The NFO shall hold a special election to fill interim vacancies in the elected membership of the Steering Committee for unexpired terms of two months or more. Members elected to fill a vacancy shall take office at once and serve for the remaining term.
- b. If the Chairperson of the Steering Committee is unable to complete their term of office, the Vice-Chairperson shall assume the office and duties of Chairperson, and a special election will be held to fill the office of Vice-Chairperson. A special election will be held utilizing the nomination process.
- c. If the Chairperson is unable to complete their term of office and is replaced by the Vice-Chairperson, this term shall be considered a full term if it is at least 18-

months in length.

ARTICLE IV. STANDING COMMITTEES OF THE NFO

Section 1.01 Names of Standing Committees:

- a. Curriculum and Admissions Committee
- b. Program Evaluation
- c. Resource
- d. Pinning & Graduation
- e. Graduate Nursing Program Committee (GNPC) in 2024
- f. Faculty Orientation & Development

Section 1.02 Guidelines for Standing Committees of the NFO

- a. Meetings of standing committees shall be held at least once per semester (Academic semester 14 or 15 weeks) or more frequently as deemed necessary by the committee, Director, or the Chairperson of NFO
- b. Approved minutes of committee meetings will be placed on a nursing department shared drive and sent to all nursing faculty members via email
- c. Committee members are expected to attend scheduled meetings regularly. Active participation in committee work is also expected
- a. Unless otherwise indicated, members of all standing committees shall be elected from NFO members by the voting members of the NFO.
- b. Each standing committee shall have a Chairperson. As the Program and faculty grow, there will be a Vice-Chairperson, and a Secretary added to each standing committee. The Chairperson of each committee will be accepted by volunteers otherwise appointed by the Director or Designate. Unless otherwise indicated, the Vice-chairpersons and Secretaries will be decided via an intra-committee election process.
- c. The offices of Chairperson, Vice-Chairperson, and Secretary for non-academic committees (Bylaws and Nominations, Ethics, and Social) shall be decided via an intra-committee election process.
- d. Minutes of standing committees shall be recorded and maintained by a committee member until there are enough members to elect a Secretary of the committee.
- e. The Recorder of the meeting minutes will be distributed to members of the committee

- f. Each committee shall have as much representation as possible from the nursing specialty areas.
- g. Provision shall be made for student representation on standing committees (one student minimum, two students maximum).
- h. The Chairperson of each committee will prepare a yearly report of the committee's work and forward this report to the Vice-Chairperson of the Steering Committee of the NFO.
- i. The term of office for members of standing committees shall be two years in length
- j. Terms of office for all members of standing committees shall be from July 1 to June 30. Terms of office for all members of standing committees shall be staggered to assure continuity.
- k. A special election will be held to fill interim vacancies in the elected membership of a standing committee for unexpired terms of two months or more. Members elected to fill a vacancy shall take office at once and serve the remainder of the elected term of the vacated committee member. Members may serve no more than two consecutive terms.
- l. In the event that there are no volunteers for a standing committee, the Steering Committee of the NFO will appoint a faculty member who meets specific membership criteria to the committee.
- m. The NFO can vote to appoint ad hoc committees to explore specific issues and to report back to the NFO at a future meeting.
- n. Committees shall seek consultative/advisory input from experts to facilitate the work of the committee.
- o. Student representatives shall be elected in the fall semester through the Student Government Association (when those structures are in place).
- p. Each committee shall consider the financial implication of any decision and obtain necessary budgetary approval in advance of implementation.
- q. Each standing committee shall review all policies relevant to the work of the committee on a regular basis (at least yearly) and make recommendations as necessary.
- r. The Chairperson of standing committees shall bring proposed recommendations of existing policies to the Bylaws Committee, who will present them to the NFO for discussion.

If an elected standing committee member or an appointed Chairperson indicates in writing they cannot fulfill their term, the member is to submit the intention to resign from

the committee to the Director. The Directors will decide regarding the request and will notify the Chairperson.

Section 1.03 Membership, Meetings, Responsibilities of Standing Committees

Curriculum Committee

- a. Duties of the Curriculum Committee:
 - i. Review, develop and revise all aspects of the curriculum in accordance with the philosophy, purpose, and objectives of the Nursing Program
 - ii. Review course content and make recommendations for changes that affect the curriculum as a whole
 - iii. Assist in the development and/or revision of faculty peer evaluation of teaching effectiveness
 - iv. Program directors (BSN & MSN) in developing and implementing a plan for faculty development
 - v. Formulate and implement a master plan for systematic evaluation (SEP) of the Program.
 - vi. Assist in the development and revision of student evaluation tool
 - vii. Present recommendations regarding curriculum to the Organization for action
 - viii. Oversee accreditation activities

Program Evaluation Committee

- a. Duties of the Program Evaluation Committee:
 - i. To review the program outcomes, student performance, and experience and evaluate the value/effectiveness of the Program in meeting student and program outcomes
 - a. Evaluate the effectiveness of the Program in meeting the needs of the Community of Interest, the students' ability to meet the learning and program objectives, and to make recommendations to the faculty for program revisions
 - b. Evaluate the metrics utilized by the Program and their ability to measure data that bring meaningful information to guide program revisions and growth strategies
 - c. To evaluate student persistence and faculty retention

Faculty Orientation & Development Committee

- a. Duties of the Faculty Orientation & Development Committee:
 - i. Ensure that new faculty are appropriately mentored and have a positive experience
 - ii. To monitor the effectiveness of the faculty mentor
 - iii. To ensure that orientation materials are helpful and comprehensive
 - iv. To assess, monitor, and create professional development opportunities for the faculty

Pinning & Graduation Committee (1-2 faculty & students)

- a. Duties of the Pinning & Graduation Committee:
 - i. Discuss attire and ensure that students can select who they want to pin them for pinning presentation
 - ii. Determine the design and mode of pinning invitation and select faculty who will pin the students. Ensure that the College's Executive council is invited
 - iii. Determine how dedications will be created (in a bulletin), electronic and how distributed to friends and family supporters that will be read while they are pinned
 - iv. Plan and operationalize the reception activities following the pinning ceremony

Resource Committee

- a. Duties of the Resource Committee:
 - i. Review multimedia products and make recommendations for use and purchase within the undergraduate and graduate curriculum
 - ii. Present recommendations regarding educational technology to the Organization for action
 - iii. Incorporate the use of technology across the undergraduate and graduate curriculum
 - iv. Collaborate with the NFO Chair and administrative personnel in the development and maintenance of the Nursing Department website
 - v. Use evidence-based research methods to evaluate College and community resources
 - vi. Assist with ongoing faculty development, implementation, and evaluation

of technology and nursing laboratory resources

- vii. Develop and evaluate policies for the nursing laboratory resources

Graduate Nursing Program Committee (Future State, no Graduate Programs till 2024)

- a. Duties of the Graduate Nursing Program Committee (GNPC) shall be to:
 - i. Review and recommend graduate program initiatives, including new program and certificate proposals, new course proposals, course changes and deletions: changes to academic policy.
 - ii. Recommend and implement program assessment
 - iii. Oversee program accreditation
 - iv. The committee will meet at least two times a semester and as needed

Revisions (Adopted, Revised, Amended)

Adopted: January 2021 Nursing Program Faculty Bylaws

Revised: February 2021 Revised committee names and duties

Revised: March 2021 Revised definition of quorum, and faculty accepted changes

Revised: July 2021 Revised voting members and all changed faculty accepted

Amended: April 2021 Specified terms, voting, members, and future structure when new tracks are added (MSN in 2023)

Addendum

From Robert's Rules of Order

Quorum

A Quorum is determined by the beginning of each fiscal year (July 1) and shall consist of 1/3 of the NFO plus 1.

A Quorum for standing committees shall consist of 1/3 of the voting members plus 1.

A representation of a majority of the voting membership shall constitute a quorum at any regular meeting of the NFO

FACULTY POLICIES

Faculty Expectations

- [Faculty Workload Policy](#)

Faculty Outcomes, Expected Level of Achievement (ELA)

Area of Expectation	Benchmark (ELA)
Outcome #1: Education	<ul style="list-style-type: none"> 50% of full-time faculty members will hold a doctoral degree.
Outcome #2: Teaching Instruction	<ul style="list-style-type: none"> 80% of the faculty teaching (full-time, part-time, and adjunct) in the BSN Program will rate an average score of >4 (agree or strongly agree) on Student Evaluations (SE) that the instructor covered material consistent with the stated objective. (Q #1 Student End of Course Survey)
Outcome #3: Teaching Instruction	<ul style="list-style-type: none"> 80% of faculty teaching (full-time, part-time, and adjunct) in the BSN program will rate an average score of > 4 (strongly agree or agree) on the SE that the instructor stimulated critical thinking. (Q #6 Student End of Course Survey)
Outcome #4: Scholarship	<ul style="list-style-type: none"> 100% of faculty are engaged in some form of scholarly activity including, but not limited to, research, professional presentations, publishing, grant writing, fellowships, or active membership in professional organizations.
Outcome #5: Service	<ul style="list-style-type: none"> 90% of full-time faculty will serve on a college and/or community nursing program committee each academic year.
Outcome #6: Practice	<ul style="list-style-type: none"> 100% of regular faculty members will obtain 30 hours of continuing nursing education every two years.
Outcome #7: Faculty Retention	<ul style="list-style-type: none"> 80% of faculty will be employed 2 years after starting at Etown Nursing.
Outcome #8: Healthy Work Environment	<ul style="list-style-type: none"> 80% of faculty will (full-time, part-time, and adjunct) in the BSN program will rate an average score of > 4 (strongly agree or agree) on the SE that faculty are positioned for success by teaching courses that support my strengths and abilities. (Q #2 Faculty Satisfaction Survey).
Outcome #9: Healthy Work Environment	<ul style="list-style-type: none"> 80% of faculty will (full-time, part-time, and adjunct) in the BSN program will rate an average score of > 4 (strongly agree or agree) on the SE that faculty are treated with dignity and respect (Q #3 Faculty Satisfaction Survey).

Faculty Evaluation Standards

Guide to Complete the SPE

- [Standard Professional Evaluation \(SPE\) \[Printable Document with Faculty Expectations\]](#)
- [Professional Development Plan for Full-time Faculty \(Goal Form to help develop the SPE\)](#)
- [Professional Development Plan for Part-time Faculty \(Goal Form to help develop the SPE\)](#)

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 Nursing program.

Nursing Faculty Workload Justifications

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 Etown 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 60 hours per course Out of Classroom Hours in each course = 120 hours per course Total in each course = 180 hours 4 Credits = 4 WLU
B	Clinical & IPE Facilitation	1 Credit hour = 5% Workload 0.667 Precepted Faculty Supervision	Clinical Indirect Supervision = 5 hours per student per course

		Clinical	IPE Facilitation = 5 hours per course [10 students max] 1 clinical group = 50 hours per course 1 ¼ WLU
C	Lab (undergraduate)	1 Credit hour = 5% Workload Assessment Lab	Lab = 4 hours per student per course (10 max per group in Lab) 1 lab group = 40 hours = 1 WLU
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 WLU
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 WLU

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 subterm. 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 Nursing Program's credit/contact hour workload expectations and 12-month credit/contact hour requirements which aligns with nationally recognized tenure and nontenure track guidelines. 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 remainder of the table and workload expectations 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 hrs)	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 full-time 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) must be RNs with a minimum of an MSN degree). The Director of Nursing is expected to teach 18-21 credits annually, the equivalent of (19.5-21) 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) 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.

Faculty Textbooks

The program director will contact faculty to determine textbook needs and request the textbook for the instructor. The textbooks will be mailed to your home address.

Faculty Online Teaching Resources

Here are a few articles that you may find helpful” to help you to develop your online teaching skills

[10 Annoying Student Archetypes](#)

[Andragogy](#)

[Backward Instructional Design](#)

[Best Practices in Online Learning](#)

[COI \(Community of Inquiry\)](#)

[COI, Blended Mode of Delivery](#)

[Developing Cultural Sensitivity in Online Classroom](#)

[Handbook for Facilitating Difficult Conversations in an Online Classroom](#)

[How to Conduct Online Office Hours](#)

[Instructor Presence that are Important to Students](#)

[Indicators of Social Presence in the Online Classroom](#)

[Online Discussions](#)

[Scaffolding](#)

[Scale for Measuring Online Engagement](#)

[Social Presences and Conveying Caring in Online Environment](#)

[Teacher Presence](#)

COLLEGE FACULTY ORGANIZATION

College Organization of the Faculty

a. Membership

The Faculty Assembly of Elizabethtown College shall consist of (a) all full-time instructional personnel with rank of instructor or above; and (b) the President of the College, the SVPAA, the Deans, the Vice President for Student Life, full-time professional librarians, and full-time lecturers.

All part-time instructional personnel who have rank of instructor 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 department or the 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.

For purposes of elections and appointments to committees, faculty from Biology, Chemistry, Computer Science, Mathematical Sciences, Engineering & Physics, and Psychology are considered to be in Physical/Natural Sciences. Faculty from English, History, Modern Language, Philosophy and Religious Studies are considered to be in Humanities. Faculty in Art and Music are considered to be in Fine and Performing Arts. Faculty in Political Science and Sociology and Criminology are considered to be in Social Sciences. Faculty from Business, Communications, Education, Occupational Therapy, and Social Work are considered to be in Professional Studies

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 SVPAA. 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 SVPAA, who shall receive and transmit recommendations through the SVPAA 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.

Constitution of the Faculty of Elizabethtown College

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.

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.

ARTICLE I: ACADEMIC AND PROFESSIONAL GOVERNANCE**The Faculty Assembly**

The Faculty Assembly of Elizabethtown College shall consist of (a) all full-time instructional personnel with rank of instructor or above; and (b) the President of the College, the SVPAA, the Dean for Academic Affairs & Faculty Development, the Dean for Curriculum and Honors, the Vice President for Student Life, full-time professional librarians, and full-time lecturers.

All part-time instructional personnel who have rank of instructor 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 department or the 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. (Approved by FA March 29, 2016)

- a. The President 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 SVPAA. The President shall serve as Chair of Executive Council. In the absence of the chair, the Vice President shall serve as Chair.

The President shall: co-chair, with the SVPAA, the department chair meetings and jointly prepare the agenda for the meeting; be a joint liaison with the SVPAA to the Academic Affairs Committee of the Board of Trustees; set up monthly meetings of the President of the College and SVPAA with Executive Council; receive one course release (4WU) per semester; and have access to administrative staff support. (Approved 12/9/2015)

- b. The Vice President shall assume the duties of the President during her/his 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.
- c. 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.
- d. 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 Affairs.

FINANCE, ENROLLMENT AND MARKETING, BUILDINGS AND GROUNDS, ADVANCEMENT, AND STUDENT

Life Committees

In consultation with Executive Council, the Faculty President shall prepare a written

report for the Board of Trustees' Academic Affairs 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.

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 departments within the Physical/Natural Sciences; two from departments within the Humanities, the Fine and Performing Arts, and the Social Sciences; two from departments 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 SVPAA (or designee), the Registrar (or designee), and the Director of Academic Advising (or designee) shall be ex officio and without vote. (Modified by vote of faculty assembly 9.4.2018)

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 SVPAA regarding academic programs, the academic calendar, and budgetary matters pertaining to the academic program. Such advice may be at the initiation of either the SVPAA 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 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 SVPAA– 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 departments within the Physical/Natural Sciences; one from departments within the Humanities, the Fine and Performing Arts, and the Social Sciences; one from departments 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 department. 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 Committee shall absent herself/himself from the Committee for all actions regarding her/him or a member of her/his department.

Responsibilities

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.

- a. Appeals. Judicial Council shall hear all appeals concerning:
 - a. 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.

- b. 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 committee 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 departments within the Physical/Natural Sciences; one from departments within the Humanities, Fine and Performing Arts and Social Sciences; one from departments 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

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 SVPAA 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 major department, committee review is only at the request of the Department Chair or the

SVPA. Each committee recommendation shall be reported to the SVPA. 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 DC&H 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 departments within the Physical/Natural Sciences, the Social Sciences, and Physical Education; two from departments within the Humanities and the Fine and Performing Arts, and the Librarians; and two from departments within the Professional Studies, one of whom will be chair. No department 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 DC&H 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 DC&H with coordination of the Core Program.
- d. to cooperate with the various faculty committees and the Academic Affairs team.

(SVPA and Deans) to secure funding and to promote professional development for those faculty members associated with the teaching of the core curriculum; to recommend to Academic Council alterations and revisions of the Core Program.

Educational Assessment Committee

Membership: The membership of the Educational Assessment Committee 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 departments within the Physical/Natural Sciences; one from departments within the Humanities, the Fine and Performing Arts, and the Social Sciences; one from departments 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 Interim Dean for

Institutional Effectiveness and Innovation, the Vice President for Student Life 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 Dean for Institutional Effectiveness Research and Planning. Coordination and integration of assessment activities in academic departments will be accomplished in collaboration with the SVPAA and Associate Dean for Institutional Effectiveness Research and Planning. Coordination of assessment activities by co-curricular programs will be accomplished in collaboration with the Vice President for Student Life.

Honors Committee

Membership. The Honors Committee consists of eleven members including the Dean for Curriculum and Honors who chairs the Committee. Other members include an Admissions Office designee, an Honors student designee selected by the Dean, 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 DC&H 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 DC&H. 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.

Committees Responsible to Executive Council

Academic Occasions Committee

Membership. The membership of the Committee shall include the President of the College or her/his designee, who shall convene the Committee; the SVPAA 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
- e. 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 SVPAA or designee; the Vice President for Finance and Strategy or designee; the Vice President for Enrollment Management or designee; the Vice President for Student Life 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 Management 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 Management 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.

Committees Responsible to Personnel Council

Professional Development Committee

Membership. The membership of the Committee shall include one member of the Personnel Council designated annually by the 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 DAA&FD. One of these members shall come from departments within the Physical and Natural Sciences; one from departments within the Humanities, the Fine and Performing Arts, and the Social Sciences; one from departments 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 SVPAA and the President for approval.

Professional Standards Committee

Membership. The membership of the Committee shall include the DAA&FD 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 department, (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 the Personnel Council shall absent herself/himself from the Committee for all considerations of individual promotion or tenure. An elected member of the Committee shall absent herself/himself from the Committee for consideration of the promotion or tenure of a candidate from her/his academic department. 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 SVPAA 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 DAA&FD 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 Humanities, Fine and Performing Arts, 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 SVPAA for approval.

ARTICLE III: BYLAWS

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 Affairs 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. Copies of the minutes are sent out

electronically to the officers of Student Senate, the editor of the Etownian, the managers of WWEC radio and TV, and the Director of Marketing and Communications.

- 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 and SVPAA Office shall each maintain 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.

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.

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
- 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. (Approved by FA October 27, 2015)

Recall Procedures

Any faculty officer and any member of any council or committee may be recalled from her/his 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. 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

Duties and Privileges of the Faculty

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.

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.

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.

TYPES OF APPOINTMENTS

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

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.

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.

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 DAA&FD with the approval of the SVPA, 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 9-month academic year.

Lectureship

An individual may be appointed a Lecturer if her/his 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.

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.

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.

Recruitment Policy

This policy is designed to assist departments 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.

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.

Search/Appointment/Orientation

Search procedures for fulltime appointments are coordinated by the Human Resources Office, and are conducted by the Department Chairperson, the DAA&FD, and the SVPAA. With the approval of the DAA&FD, and in consultation with the full-time members of the department, the Department Chairperson selects candidates for faculty appointment for on campus interviews and evaluation. In cases of tenure track appointments, the DAA&FD, on recommendation of the Department Chairperson, appoints a search committee to assist in the selection of prospective faculty members. The search committee will be made up from members of the department in which the position is open, but it can be augmented by the addition of a faculty member(s) from outside the department to represent and safeguard a collegial perspective in all appointments. In cases in which the College is recruiting a department chairperson, the DAA&FD will assume responsibilities for an appropriate search following the procedure above. The President has responsibility for all final decisions.

Appointments will be made by the President upon the recommendation of the SVPAA. The SVPAA's recommendation will consider evaluations of candidates provided by the DAA&FD in conjunction with the recommendation of the faculty search committee and the independent recommendation of the Department Chairperson. The rank at which the initial appointment will be made will be determined by the SVPAA in consultation with the DAA&FD upon the recommendation of the Department Chairperson. In cases where the College is appointing a department chairperson the DAA&FD will recommend the initial rank to the SVPAA. 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.

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 SVPAA 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 SVPAA 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 SVPAA

Faculty members are required to maintain and provide an updated curricular vita annually to the Office of the DAA&FD. 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 provided by the employee. A faculty member can review his/her personnel files, excluding any confidential and pre-employment information. A faculty member wishing to review his/her personnel file should contact the SVPAA.

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 department 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.

Responsibilities/Expectations

General Performance

(Modifications regarding scholarly and professional activity approved by FA 10/22/2019)

- 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, and completion of applied/integrative projects or 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 and, as applicable, by engagement in clinical practice.

- 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 departments; to serve as chairpersons 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.

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 instructor 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.

Departmental Expectations

Each academic department has given substance to the General Performance responsibilities above through Standard Professional Expectations (SPE) specific to the department/academic discipline. Faculty members should secure a copy of these from their department chairperson.

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.

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 SVPAA in consultation with the Department Chairperson and the DAA&FD.

Guidelines The SVPAA acting through the DAA&FD and the Department Chairperson 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 chairperson of the department and/or the SVPAA such outside activities impinge upon the individual's time and attention so as to make doubtful her/his ability to meet effectively the responsibilities of teaching, advising, college service, and scholarly/professional development.

Absence from Duty

Brief absences for professional or personal reasons should be approved by the department chairperson and reported to the DAA&FD. It is assumed that other members of the department will cover the duties without remuneration. Extended absences must be approved by the DAA&FD. (See Sick Leave Policy, Chapter 5.)

Current Curriculum Vitae

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

Also, each faculty member must provide a schedule of semester class and office hours to the DC&H's office.

Teaching Load

- a. The normal workload for all full-time faculty at Elizabethtown College is twelve work units per week of the 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 departments 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 departments 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 DAA&FD and SVPA, department chairs will make equivalent arrangements for faculty in departments 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 SVPA in consultation with the Department Chair and DAA&FD. 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 DC&H.
- h. 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.
- i. The chairing of departments with over ten FTE faculty is equal to a maximum of six work units per week, per semester. The chairing of departments with six to ten FTE faculty equals four work units per week, per semester. The chairing of departments with fewer than six FTE faculty equals a maximum of four work units per week, per year. Moreover, chairs of departments with fewer than six FTE faculty will also receive recognition of four additional work units for chairing during a three-year term. Calculation of FTE faculty for

purposes of determining the number of work units performed by chairing will be based on an average of FTE faculty during the three fall semesters immediately prior to the appointment or reappointment of a chair for a three-year term.

- j. Faculty with substantial and unusual advising responsibilities may receive work unit credit pending agreement by the department chair and the DAA&FD.
- k. 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 SVPAA, in consultation with Personnel Council, will make this determination after a thorough inventory and review of all administrative responsibilities.
- l. A fund will be established to provide release time for significant scholarly and creative work. This may not count for more than six work units per semester, per year. It is renewable annually for a period not to exceed three consecutive years. The Professional Development Committee will review applications and make recommendations to the DAA&FD.

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.

Reappointment/Promotion/Tenure

Reappointment of Faculty on Term and/or Probationary Appointments

A reappointment of a nontenured faculty member is made by the DAA&FD upon the recommendation of the Department Chairperson. 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 her/his Department Chairperson and/or the DAA&FD of the evaluation criteria used by the College, and of the departmental standard professional expectations, and of the evaluation procedures to be applied in decisions affecting reappointment, promotion, and tenure.

Each member of the nontenured faculty member's department 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 Department Chairperson is included below. In addition to the requested peer evaluations, the Chairperson of the Department must make an independent evaluation of the untenured faculty member's performance, taking into account the received peer evaluations from

departmental colleagues. The Department Chairperson must share her/his 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 Department Chairperson must forward her/his evaluation of the faculty member to the DAA&FD, along with any written comments from the faculty member under review, by the date indicated below. The DAA&FD 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" Evaluation Forms to Department Chair	Review of "Yellow" Evaluation Form with Faculty Member	Submission of "Blue" and "Yellow" Evaluation Forms to DAA&FD
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Non-tenured faculty in third, fourth, or fifth year
non-tenured faculty in first or second year

Prior to December 1 Prior to December 15

On or before December 1

On or before December 15

December 1 January 10

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

Faculty members with the rank of lecturer who have taught for an academic department 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 DAA&FD in association with the Department Chairperson will conduct a review in depth of the individual's performance and progress. Deadline for 4th year dossiers which includes departmental and chair evaluations is October 1. The DAA&FD 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 he/she 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 her/his department 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

Department Chairperson by December 1 of each year with copies to the DAA&FD.

Teaching evaluations by students must be provided and completed every semester. These evaluations and other outcome measures will be used by the Department Chairperson in making her/his 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. Departments are expected to establish processes for peer review of teaching that have been reviewed by the Professional Development Committee (PDC) and approved by the DAA&FD.

In the case of the reappointment, promotion and/or tenure of a department chairperson, the DAA&FD shall assume the responsibility for evaluation, using corresponding procedures stated above. 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.

Non-reappointment of a Probationary Faculty Member

If a faculty member on probationary appointment during her/his 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 DAA&FD shall inform the faculty member of her/his 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 DAA&FD's decision, it shall submit its recommendation as an independent evaluation to the President within ten working days. The DAA&FD shall submit her/his recommendation and that of the Department Chairperson to the President who will review the respective recommendation before her/him. The President's decision shall be final.

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.

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 her/his 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. (Approved, April 22, 1989)
- Approved by Faculty Assembly May 1, 2007
- The Board of Trustees will review the effectiveness of indicated (April 22, 1989) changes to tenure policy at two-year intervals.

Eligibility It is assumed that, in the majority of cases, initial appointment to Elizabethtown College will be at the level of instructor 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 he/she wishes to apply to her/his Chairperson by April 1 of the year before tenure shall be considered. It will be the Chairperson's obligation to deliver all such documentation in support of the exception to the DAA&FD by April 15. Final determination about tenurability based on the exception will then be made by the Professional Standards Committee, sitting together with the DAA&FD, 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. (Approved April 22, 1989)

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.

Promotion and Tenure Procedures

By September 1 or the next college working day of each year the chairperson of each department shall submit to the DAA&FD written nominations for candidacy for promotion and/or tenure of those faculty members of her/his department who are eligible and consent to the nomination. A faculty member shall also have the right to nominate her/himself to the Department Chairperson or to the DAA&FD. 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 Department Chairperson, but candidates, in consultation with the DAA&FD, may ask another tenured faculty member to serve as Review Chair. When a Department Chairperson is being considered for promotion and/or tenure, the DAA&FD, 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 DAA&FD shall also notify in writing the chairperson of each department which of its members are candidates for promotion and/or tenure. No individual should interpret this nomination or candidacy as inevitable approval of her/his 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 each faculty member of the candidate's department shall be requested to evaluate her/him 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 her/his 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, DAA&FD, SVPAA,
- b. Assistant to the DAA&FD, and the President will be able to access submitted material.
- c. 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.
- d. 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 DAA&FD 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 DAA&FD's office. A list of appendix materials with hyperlinks and/or URL information may be submitted electronically.
- e. 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 DAA&FD. 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.
- f. 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 department, 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.
- g. 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 DAA&FD. The technical guidelines shall be kept up-to-date by the Professional Standards Committee in consultation with Personnel Council and the DAA&FD. 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 DAA&FD 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 DAA&FD 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 DAA&FD 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 DAA&FD gives her/his assessment of each candidate following the voting members' discussion and prior to the vote on each case. The DAA&FD witnesses the PSC Chair's tabulation of the ballots. The DAA&FD reviews the recommendation letters to candidates drafted by the PSC and provides feedback prior to these being passed to the SVPAA.

The SVPAA does not normally sit on PSC deliberations unless requested by the committee for a particular case or issue. The SVPAA will conduct her/his own independent review of the candidate's materials and make her/his 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 DAA&FD and provide draft copies of PSC letters on each candidate. After the SVPAA has concluded her/his review and written a letter for each candidate, he/she will meet with PSC and share the letter of recommendation. In cases where the PSC and the SVPAA's recommendation disagree, the SVPAA and PSC will discuss the reasons for the different recommendations. Final recommendation letters will then be drafted. The DAA&FD 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 SVPAA's recommendation letter. The letter 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 DAA&FD shall submit the SVPAA's recommendation and that of the Professional Standards Committee to the President following the period allowed for appeal (10 working days). If appealed the DAA&FD shall wait until the appeal has run its course before submitting the recommendation

Appeal of Committee Recommendation Where the candidate is not recommended for promotion and/or tenure by the Professional Standards Committee, the DAA&FD 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 her/his 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 her/his written statement to the Chairperson of the Judicial Council within ten working days of notification by the DAA&FD. 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 DAA&FD 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 DAA&FD. 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 DAA&FD. The PSC will respond in writing to the report of the Judicial Council and submit their recommendation to the DAA&FD.

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 DAA&FD.

The DAA&FD shall submit the SVPAA'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 SVPAA disagree with that of the Professional Standards Committee and/or the Judicial Council, the SVPAA will meet with the Professional Standards Committee and/or the Judicial Council prior to his/her report being submitting to the President and will explain the reason(s) for the contrary recommendation. After receiving from the SVPAA the reasons for the two different recommendations in writing, the President will meet with the SVPAA 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.

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 her/his dossier. Since

the burden of proof is on the candidate to demonstrate a high-quality performance, he/she must carefully select and organize evidence that is appropriate and sufficient. While each department is obligated to establish and implement departmental 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 Departmental SPEs, each dossier must provide a clear and detailed explanation of her/his teaching and advising, scholarly and professional activities, and service. In addition, he/she must work with the department/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.

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 DAA&FD 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 DAA&FD letters of recommendation for tenure.

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:

- a. 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.
- b. Challenging content is selected for study and investigation; meaningful content is designed to encourage integration of previous and current knowledge.
- c. Value laden issues, when considered, are openly discussed in an environment where the candidate is open to the differing views of others.
- d. Class presentations are well organized and delivered in an enthusiastic manner that encourages student involvement.
- e. 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.
- f. Assessment techniques are thoughtfully developed, clearly defined, and applied fairly and consistently.
- g. An office hour schedule is set and regularly maintained, allowing students the opportunity to interact with the candidate.
- h. 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.
 - o Required items in the dossier to support section

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:

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) a discussion of design and delivery of courses a discussion of course instruments used for evaluating student performance and linked to course outcomes
- f. a discussion of contributions to curriculum design and development for the department and/or core curriculum
- g. 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.
- h. all summary reports or similar professor summary sheets for each semester must be included. (Course summary results are uploaded by the Office of the DAA&FD.)
- i. additionally, he/she can also submit individual student evaluations in their entirety if he/she would like. (Materials are supplied by the candidate.)
- j. Materials to support the above teaching and advising statements may be included in the appendix.
- k. A list of courses per semester, including enrollment, taught since hiring.
- l. 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.
- m. 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.

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:

- a. The candidate meets the standards of performance of effective teaching and professional integrity set by the candidate's Department and the College as evidenced by peer evaluations, standardized student evaluations, letters of support, course syllabi and other

materials.

- b. There is coherence between the candidate's statement of teaching and both the Department's and College's mission statements.
- c. 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.
- d. There is clear evidence of positive development in teaching during the candidate's probationary period.
- e. There is clear evidence of positive contributions in the areas of teaching, advising, and curriculum development to the Department and/or the Core consistent with the expectations for the rank of the initial appointment.
- f. There is clear evidence as to the candidate's willingness to accept and cooperate in Department and/or College assignments with the indication that this will continue into the future.
- g. 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.
- h. There is clear evidence provided by students and the Department that the candidate is a successful academic advisor.

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.

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

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 meeting
- h. Participation in and/or leadership in workshops, conferences, or seminars
- i. Other material which candidate deems relevant to the substantiation of her/his case.
- j. Materials to support the scholarly and professional activity statement may be included in the appendix. Supporting materials might include:
 - i. copies of publications, conference papers, book reviews, grant proposals, etc.
 - ii. files documenting visual work, music, or performance
 - iii. files documenting impact of clinical/applied work
- iv. letters of support from students and colleagues within and outside the institution, in addition to those required
- k. The most recent professional development plan (following guidelines established by the DAA&FD).
- l. A minimum of 3 letters from 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 and are submitted electronically with other review materials.

These may include but are not limited to:

- a. Letters from officers or members of professional organizations evaluating the candidate's contribution to the organization
- b. Letters evaluating the quality of publications and presentations
- c. Letters evaluating the quality of art exhibits, concerts, and other performances
- d. Letters evaluating the impact of clinical/applied work
- e. Letters evaluating other activities the candidate deems appropriate

Evaluation of Scholarly and Professional Activity

The criteria used to evaluate the candidate's scholarly and professional activities for tenure include:

- a. 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):
- b. Arts and Performance Areas. The candidate has been invited to and performed or shown at juried local, state, regional or national exhibits or creative performances.
 - i. 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.
 - ii. Referred or editorially reviewed publications and grants. Publications may include scholarly articles; book chapters; and books including textbooks, or creative works such as plays, poetry, musical compositions, and audiovisual presentations. The articles should be published in international, national, regional, or state refereed or editorially reviewed journals. Among the types of books considered are scholarly and creative books and textbooks. 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, biographical essays and grant proposals will be considered on their merit. It is not appropriate to the spirit of these guidelines to specify an absolute number of publications and/or grants for tenure and promotion decisions.
 - iii. Scholarly and Professional Organizations. The candidate has presented papers at local, state, regional, national, or international scholarly conferences and/or to have served in an office(s) of local, state, regional or national scholarly organization(s).
 - iv. Scholarly, Creative, and Professional Development. The candidate has continued to stay current in areas of expertise through attendance at such scholarly, creative, and professional settings as conferences, workshops, or seminars. The candidate must provide evidence of continued scholarly, creative, and professional

Service development

This may be shown, in part, through the professional development plan. 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 department, to attend department 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 department, 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 scholarly and professional 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 department, and/or in professional organizations, or professional service to the community
 - ii. a detailed description of duties performed c. an analysis of the quality of contributions d. a discussion of future service plans
 - iii. Timeline of service activities at the College with dates and any office held.
 - iv. Documentation and evaluation of a candidate's professional contributions to the outside community.
 - v. 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: The candidate demonstrates clear evidence of contributions of her/his leadership, talents, and expertise to the needs of her/his department. Examples of such contributions include, but are not limited to:
- i. curriculum development
 - ii. recruitment
 - iii. other routine activities of her/his department
 - iv. The candidate demonstrates clear evidence of increased contributions, of her/his leadership, talents, and expertise to the needs of the College. Examples of such contributions include, but are not limited to:
 - i. service on campus councils, committees and/or task forces
 - ii. participation in other College events
 - v. The candidate is also encouraged to contribute her/his professional leadership, talents, and expertise to the community outside the College.

Appendix

Materials, which the candidate deems relevant to the substantiation of her/his 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
- e. files 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

Criteria for Tenure and Promotion

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.

A tenured Associate Professor may request an in-depth review of her/his performance and progress toward achieving the rank of Professor by the DAA&FD and Department Chairperson (or senior professor jointly selected by the potential candidate and DAA&FD if the potential candidate is the Department Chairperson) 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 DAA&FD of her/his 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 DAA&FD 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 DAA&FD and Department Chairperson (or designated senior professor, as discussed above) shall provide the faculty member with a written assessment of her/his 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, SVPA, DAA&FD or Department Chair with regard to compensation or contractual matters. The tenured Associate Professor is not required to submit the written assessment in her/his dossier if and when he/she applies for promotion to the rank of Professor.

Specifically, this candidate shall have:

- a. Demonstrated a highly successful level of teaching
- b. Progressed with scholarly and professional activities, presentations, published research, and/or outside professionally peer reviewed creative productions, and/or clinical or applied work to the point of recognized accomplishments in her/his field. In addition, the candidate shall have a well-formulated scholarly agenda/program of research, and/or

creative production, with both short- and long-term objectives. These may include but are not limited to those listed in 3(b).

Accepted responsibility as a member of the academic community by contributing her/his talents, leadership, and expertise to the needs of the Department, College, community, and profession. It is expected that the candidate will demonstrate significant contributions in service since their last promotion.

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:

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

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. (April 22, 1989)

In the initial contract of a new faculty member, the faculty member may, on the recommendation of the DAA&FD, be granted up to three years toward tenure based upon previous experience. In such cases, the candidate may include in her/his 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 her/his 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. (April 22, 1989)

Normally an individual will not be granted years toward tenure when transferred from nontenure term status to tenure-track status. The DAA&FD may seek approval from the SVPAA to grant up to but not more than three years toward tenure. (April 22, 1997)

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 department member will be asked, and the Department Chairperson 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 Department Chairperson, and with the DAA&FD who will provide the faculty member with her/his evaluation in writing.

During the first and second year of the probationary period, the DAA&FD shall notify a faculty member in writing by February 1 whether he/she will be reappointed for the coming academic year.

During the third, fourth, and fifth years of the probationary period the DAA&FD shall notify a faculty member in writing by December 15 of that year whether he/she 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 department 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 department 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.

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 departmental or program needs first, then tenure, then length of service to the College, and finally academic rank. Departmental or program need will be determined by the Department Chairperson and the SVPAA.

Where the College has reason to believe a faculty member is suffering from a severe emotional and/or physical disorder which interferes with her/his 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 her/his academic performance, shall be immediately relieved of her/his duties until such time as he/she is 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. (Minutes, April 25, 1987, Board of Trustees of Elizabethtown College).

Faculty members not planning to return to the College must give timely notice in writing to the DAA&FD. 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.

Release and Retrenchment

Release of Faculty Members Charged with Unsatisfactory Performance or Unprofessional Conduct

a. 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.

b. 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 her/his release. (They shall be referred to hereafter as "member".)

When charges are brought against a faculty member that they are not satisfactorily meeting her/his academic/professional and/or ethical/personal obligations to Elizabethtown College, the SVPAA together with the DAA&FD and Department Chairperson, 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 SVPAA shall do the following: (1) inform the member in writing of the charges brought against her/him; (2) request that the 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; the Personnel Council must report its finding/determination to the President within two weeks after receipt of the SVPAA's request.

The President shall inform the member of the 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 the Judicial Council acting as the faculty committee on release begin proceedings. Within two weeks after receipt of the written request from the President, the Judicial Council shall set a suitable time and place for a formal hearing. Members of J.C. shall be given no less than two weeks' notice of the date, time, and place of the hearing, as shall the President and SVPAA. The two-week period may be extended by mutual consent of the parties (Judicial Council, member, SVPAA, 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 prefers and consents 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 her/his own choosing.
- b. They may have witnesses appear in her/his behalf.
- c. They shall be confronted with the evidence concerning the charges against her/him. The 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 the Judicial Council and be available only to the Judicial Council and the President of the College and the member.

The sequence for the hearing shall be as follows:

- a. The SVPAA or her/his 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 her/his position.
- c. The Judicial Council may then inquire into the matter in the way the members think best.
- d. Time shall then be allowed for the SVPAA or her/his designee to make a summation.
- e. The hearing shall conclude with a summation by the member or her/his designee.
- f. The Judicial Council may limit time for any part of this inquiry as it sees fit.
- g. The 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 the Judicial Council shall then be immediately forwarded in writing to the President. The vote count shall not be divulged, except to the 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 the Judicial Council, they shall make the final decision and transmit this in writing to the member and the 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.

Faculty Retrenchment

- a. Consultation

The Elizabethtown College President together with deputies of her/his choosing shall meet and discuss with designees of the 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.

- b. 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 departmental 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 her/his furlough period (a period of time equal to her/his length of service at the College, or three years from her/his 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 her/his 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.

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 affect 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, the 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 her/him in a comparable position in Elizabethtown College or elsewhere.
- e. The faculty members 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. 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.
 - ii. 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 his sabbatical leave because they is subject to being retrenched.

Procedures for Financial Emergency

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:

- a. The SVPAA 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:
- b. The stated purposes, goals, objectives, and policies of the institution.
- c. The students' served or other productivity of the area.
- d. Comparability with other years and with similar programs in similar institutions.
- e. The SVPAA will consult with the President regarding all decisions based on financial emergency or program reduction.
- f. These decisions will then be discussed with the 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 SVPAA shall also consult with the Academic Council.
- g. After these consultations, the SVPAA shall make her/his final decision and recommend that course of action to the President.

The President will make the final decision.

This presidential decision on departmental and/or program reductions shall become the basis from which the SVPAA will work with appropriate chairpersons and directors.

- a. The SVPAA and the chairperson or director shall mutually decide which position(s) is to be phased out.
- b. In those cases, in which the SVPAA and the chairperson or director cannot agree, the decision of the SVPAA shall stand.
- c. The SVPAA shall recommend a specific individual(s) to the President for furlough.
- d. The President shall make the final decision and issue the letter of retrenchment.

Appeals

- a. During the application of the policy described in the above, the faculty member
 - i. shall be invited by the SVPAA and the director or chairperson to give reasons
 - ii. why they should not be issued a letter of retrenchment.
- b. If the faculty member is not satisfied by the results of her/his appearance before
 - i. the SVPAA, they have the right of written appeal to the President, within seven working days of notice of denial from the SVPAA, outlining reasons why the action

should not be taken by the SVPAA. The President's decision is final.

Furlough

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, her/his name shall be passed over, but her/his name shall remain on the preferred hiring list for the remainder of the three-year period.

Recall

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

CHAPTER 3: FACULTY SPECIFIC FINANCIAL MATTERS, BENEFITS, AND LEAVES

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 department, and recognition of exceeding SPE through Merit Awards. Standard Professional Expectations are defined by each department and reviewed by the DAA&FD and Personnel Council. Salary range is made available to the faculty by the Office of the Vice President for Finance and Strategy. 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.

Failure to Meet Standard Professional Expectations (SPE)

If the faculty member is found not to have met the standard professional expectations, then the DAA&FD has the responsibility of working through the Department Chairperson 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 SVPAA within five (5) working days of receiving the decision. Should there be no satisfactory resolution of the appeal to the SVPAA, the faculty member has five (5) working days from the point of receiving the SVPAA's denial to submit a written appeal with reasons to the 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.

Current Faculty Salary Minimums by Rank

Level 1

\$ 900/credit

Overload/Adjunct Rates

Master's degree with less than 6 years of teaching experience at Elizabethtown

Assistant Professor, Associate Professor, Professor

\$57,583 \$73,402 \$84,647

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
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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 field work placements. Payments are made in December, May, and September for the Fall, Winter, and Spring, and Summer terms, respectively. The following formula is applied:

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

If the sum of the total number of students registered and one fourth the total credits generated in a given academic department is greater than forty in a given academic year (i.e., total compensation exceeds \$4,000 for a department), the department chooses between release time or compensation for its faculty members, in consultation with the DAA&FD and the SVPAA.

Departments 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 SVPAA, in consultation with the DAA&FD. (Approved 3/12/2019)

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.

(Approved 3/12/2019)

Recognition Awards

Faculty and staff members and 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.

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 department chairperson or the DAA&FD may also nominate individual faculty members. In these cases, the department chairperson or DAA&FD 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 Professional Activity, and five in Service.

Procedures

After department chairs have completed the SPEs for each faculty member, the DAA&FD 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 he or she has exceeded SPE, its relation to the Professional Development Plan on file, and why this activity deserves a Merit Award. Applications are due to the DAA&FD 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 DAA&FD, 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 SVPAA in writing within five (5) working days of receiving the decision. The SVPAA shall render a decision within 15 working days of receiving the appeal. All decisions of the SVPAA 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. The 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.

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 DAA&FD 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 DAA&FD 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 SVPAA by October 15. The SVPAA 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.

FACULTY 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.

Sick Leave

Faculty Specific Leaves

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 her/his full earnings for the maximum of her/his 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 department chairperson 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 department chairperson should also immediately report illnesses or accidents to the

DAA&FD, 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 DAA&FD 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 department without any compensation to substitutes from the department. 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:
 - i. $\frac{1}{90}$ of the salary for each week of 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 a 4-credit hours, $(\frac{4}{24})(\frac{1}{15}) = \frac{1}{90}$.]
 - ii. $\frac{1}{3}$ of this figure for each hour of substitution which does not make up a full week.
 - iii. Example: Salary = \$48,000.00 per year
 - iv. $\frac{1}{90} = \$534.00$ per week substitution (4 hours)
 - v. $\frac{1}{3} = \$178.00$ per hour - for each hour less than one week.
- iii. The substitute faculty member's normal course load is that which they is 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 her/his 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 SVPAA.

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 professor, 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.

Withdrawals

- 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 DAA&FD 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: Although, 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.

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, 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 workload 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 week 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 has 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 DAA&FD. The DAA&FD will consult with the Director for Human Resources and the faculty member's department chair.
- 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. Department chairs should make every effort to make adjustment in course offerings so as to avoid needing additional adjunct or overload budget. The chair should work with the DC&H in cases when replacement is necessary.

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 him or her.

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 his or her 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 department. 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 his or her 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., has he or she 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 these 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 departmental 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, he or she 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 DAA&FD by January 15. The DAA&FD will forward the application to PDC for deliberation. All applicants should include the following:

- a. A letter of support from the chair of the applicant's department 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.
 - vii. Any supporting documents necessary to demonstrate that the applicant laid the necessary groundwork for the work proposed (e.g., letters from collaborators or publishers).
- b. An updated copy of the applicant's Professional Development Plan.

Requirements Upon Completion of Junior Leave. Upon completion of a Junior Leave, a recipient of a Junior Leave must submit a final written report to the SVPAA, the DAA&FD, and to the recipient's Department Chairperson 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 her/his 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 his or her 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 his or her 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 the Judicial Council concerning a Junior Leave decision only on procedural, not substantive, grounds. The 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.

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 her/his services to the College upon her/his 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 her/his 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 her/his 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 her/his 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 her/his sabbatical by appropriate reading, discussion with others in the field, or preliminary research?
- c. 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?
- d. 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?
- e. Should the President reject in whole or in part the Committee's recommendations, they shall notify the Committee in writing, and the chairperson shall be given an opportunity to discuss the matter with the President or her/his designee.
- f. Application Deadlines: There are four different application schemes for sabbatical leave—early, regular, winter, late.
- g. 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).

- i. For consideration to be given these early applications, the candidate should include written justification and documented evidence explaining why an early decision should be made on this application.
 - ii. Regardless of the number of applications, only one will be recommended to the President for early approval.
 - iii. 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.
- h. *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 her/his decision not later than December 1 prior to the beginning of the academic year during which the leave will commence.
- i. *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.
- j. *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.
- k. *Other.* An individual whose application is not accepted at one of the review dates may reapply one more time during the same year.

Application Requirements

- a. Faculty members giving consideration to making application for sabbatical leaves shall consult with the department chairperson prior to making formal application to the Committee in order that replacement considerations can be evaluated by the department.
- b. Proposals for sabbatical leaves should be submitted in the form of a letter addressed to the President of the College but submitted to the DAA&FD by the appropriate dates (see above). Each letter should include the following points:
 - i. A summary of the proposed sabbatical, including the dates requested.
 - ii. For early application, a written justification and documented evidence for the dates

requested.

- iii. Detailed plans for the activity to be engaged in during the sabbatical.
 - iv. The contribution which the applicant feels this study, research, scholarly or professional activity will contribute to himself/herself and thus to the value of her/his services to the College on her/his return.
 - v. Any supporting documents (including documents such as letters from colleagues, scholars in the field, publishers, etc.) that will enhance the strength of the application.
 - vi. 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.)
- c. 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.
- d. 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.

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 her/his 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 department chairperson and approved by the DAA&FD. 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 her/his department chairperson. 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 Executive Director of ITS 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

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 departments 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 DAA&FD, 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 department chairperson to the DAA&FD.

Faculty Grants and Incentive Program

The faculty grants and incentive program were 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.

Starter Grants, Faculty Grants, and Strategic Grants (Modifications approved by FA 4/23/2019)

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 department 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.

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 DAA&FD: 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 chair must write a letter of support for inclusion in the electronic submission. In case of more than one application within a department, the Chair is invited to rank the proposals to assist in the assessment process. The deadline for receipt of proposals by the DAA&FD in the spring (first) round is April 1. The deadline for receipt of proposals by the DAA&FD 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 and department, 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 and department, 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 and department, 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 unspent funds up to 10% of the total grant will be added to the grantee's Professional Development Funds. 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. An accounting system is being developed to track faculty expenditures and provide updates on the status of the grant accounts on a regular basis.

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 1, 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. Two copies of the report should be submitted to the office of the DAA&FD.

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.

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 department will receive a proportion of the recovered indirect costs, with the remainder going to the College. The College currently has a 55.3 percent indirect cost recovery rate (ICR) for federal grants conducted on campus and a 20.7 percent indirect cost recovery rate for off campus projects. When received, recovered indirect costs from federal grants are allocated 20 percent to the Professional Development Fund of the faculty person (Principal Investigator-PI or Co-PIs), 10 percent to the PIs department, and 70 percent 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 department, and \$3,500 to the College. The Associate Dean of Institutional Effectiveness, Research and Planning 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%), department (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 his or her 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 his or her 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.

Moving Expenses

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.

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

OTHER

Endowed Professorships

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.

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.

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 SVPAA, the DAA&FD, 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.

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 academic department, 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 department or the College.

On application, the SVPAA 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.

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 department should make a recommendation regarding emeritus/emerita status of a retiring (or retired) faculty member to the DAA&FD, who will seek the advice and recommendation of the Professional Standards Committee. The recommendation of the department and the Committee shall be based upon the faculty member's consistent record of meeting standard performance expectations for teaching, scholarly and professional activity, and service to the department and the College. The DAA&FD will convey their recommendation and that of the Professional Standards Committee to the SVPAA, 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/Director of High Library should make a recommendation to the DAA&FD who will seek the advice and recommendation of the Professional Standards Committee. The DAA&FD will convey their recommendation and that of the Professional Standards Committee to the SVPAA, 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 Charted with Unsatisfactory Performance or Unprofessional Conduct. An emeritus/emerita faculty members 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.

Faculty Offices

The assignments of faculty offices is the responsibility of the DAA&FD 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 her/his office from year to year unless her/his assignment to that office was designated as temporary. However, a faculty

member who is retiring as chairperson of a department may have to release her/his office to the new chairperson if it is the only available office particularly suitable for the chairperson of the department.

- 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.

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 Executive Director of Information and Technology Services.

Research Misconduct and Human Subject Protection

(Revised policy approved by FA 3/12/2019)

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

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.

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.

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 Associate Dean of Institutional Effectiveness, Research, and Planning.

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.

Policy

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

Procedure

All research defined by HHA regulations, 45 CFR 46 involving human subjects must be presented to the Institutional Review Board for review. Any deviation from the policies regarding human subjects 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.

Intellectual Property Policy and Procedures

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.

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.

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.

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 Executive Director of the Office of Sponsored Research and Programs 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.

Grievance Procedure for Faculty

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.

The Grievance Policy for staff is outlined in Chapter 5: Policies Relating to All Employees.

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.

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: Department Chairperson.
- 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.

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 department chair. 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 SVPAA 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 SVPAA 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 SVPAA 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 SVPAA, 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 her/his discretion, authorize selection of individuals from outside the college community.) In such discussions the President of the Faculty Assembly, the SVPAA, 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, SVPAA, and Human Resources Office. If the President of the College does not uphold the grievance, he shall report his 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

Academic Policies and Procedures

Course Syllabi

The DC&H maintains a file of all course syllabi for the current academic year. An electronic copy of each syllabus is to be submitted to the DC&H. All syllabi should be reviewed by the Department Chair before submission. The DC&H 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:

Essential Information

- a. Number and Name of Course
- b. Date (e.g., Fall 2017)
- c. Instructor Information
- d. Name
- e. E-mail address
- f. Office location and phone number
- g. Office hours
- h. Textbook and other required materials
- i. Reference books and collateral reading
- j. Statement on acceptable documentation standards
- k. Required participation outside hours the course is normally scheduled (e.g., for field trips, special sessions, etc.)
- l. 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.)
- m. Special projects and instructional techniques
- n. Any prerequisites

Course Coverage

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

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 departmental SLOs for courses in the major or SLOs in the appropriate Area of Understanding for courses in the Core Program.

Policy Statements

Grading Policy and Standards

- a. Relative weight of each course assignments or component
- b. Quantitative or qualitative standards expected for letter grades earned
- c. Attendance policy
- d. Examination policies
- e. 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 of the Faculty Handbook)]
- f. Make-up exams/tests
 - d) Any other expectations of the student that could influence the grade
- g. Statement on Plagiarism
- h. Statement on academic dishonesty [See the 2017-18 Elizabethtown College Catalog, "Standards of Academic Integrity" (http://catalog.etown.edu/content.php?catoid=12&navoid=610#Academic_Judicial_System) or Academic Integrity at Elizabethtown College, 11th ed. (<https://www.etown.edu/offices/dean-of-students/files/academic-integrity-handbook.pdf>).
- i. Statement on Disability
- j. 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 Disability Services, Lynne Davies, by phone (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.

- k. Statement on Religious Observances
- l. 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.

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. .

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 Associate Dean for Institutional Effectiveness and Research for this information)
- c. Likely career opportunities for graduates of the program (work with Associate Dean for Institutional Effectiveness and Research for this information).
- d. Start-up costs and cost analysis for the program (work with VP for Finance and Strategy and Associate Dean for Institutional Effectiveness and Research for this information). Submit the Cost Analysis worksheet with the proposal.
- e. Comment on potential for collaboration with SCPS 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.

(Approved by FA 9/24/2019)

Experimental Courses in the 170-370 Series

Experimental courses require the approval of both the chair of the department in which the course is offered and the DC&H. 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 DC&H and to office of Registration and Records.

Steps for Presenting New Programs or Courses

Step 1: Prepare program or course proposals according to the Academic Council guidelines.

Step 2: Secure departmental approval.

Step 3: Department chair submits the proposal to Academic Council as noted below.

Step 4: Academic Council considers the proposal and approves, denies, or requests additional information/resubmission.

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 1, then changes can be included in the on-line Catalog and implemented for the following academic year.

Proposal Requirements

Academic Council requests the following items from those departments 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:
- b. 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.
- c. A list of previously approved courses that will be maintained. A list of previously approved courses that will be altered in content or credit value.
- d. A list of courses that require approval as new courses.
- e. Suggested order of review for all documents comprising the proposal.
- f. 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.
- g. Catalog copy of the revised program description.
- h. 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.
- i. 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. (Added item e), approved by FA 11/27/2018)
- j. A complete staffing spreadsheet that addresses the proposed changes.
- k. Proposals for new majors (or minors) must also satisfy the Specific Guidelines for Majors or Minors (see below).
- l. Submission Documents

All curricular proposals must be submitted electronically by the department Chair to the Chair of Academic Council. Submission from the department Chair's Elizabethtown College e-mail address will signify departmental 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 (approved 11/27/2018)
- g. Staffing Spreadsheet
- h. Sample Four-Year (semester-by-semester) Projected Course Schedule (Engineering)
- i. Sample Advising Check Sheet (Engineering)

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 departments 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 resumé.

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)?

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

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 DC&H. 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.

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 her/his 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.

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 department

Class Attendance and Withdrawal Policy**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 her/his 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.

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.)

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."

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 her/his students that grade which best represent the quality and quantity of work done.

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

A A- B+ B B- C+ C C- D+ D D- F; W/F I

II W P NP AUD

Incomplete Grades

Quality Points per Credit 4.0

3.7

3.3

3.0

2.7

2.3

2.0

1.7

1.3

1.0

0.7

0.0

Grade Definitions

Distinguished, Above Average, Average, Poor

Failure: Withdrawal/Failing Work Incomplete Integrity Issue Withdrawal from Course Pass

No Pass (Failure) Audit

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."

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.

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 Department 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.

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/practical's, 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 department chairperson and then that of the Associate Academic Dean.

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 her/his case to the DC&H.

Reporting and Recording of Grades

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.

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.

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 DC&H 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 DC&H will forward approved grade changes to the Registration and Records Office for processing.

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.

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.

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, Good Friday, Easter Monday, Memorial Day, and Independence Day. Graduation is celebrated on a Saturday in May. Martin Luther King Day is observed on campus with special programs.

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.

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 am 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 DC&H in consultation with the Department Chairperson.

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 Department Chairperson and the DAA&FD so that arrangements can be made for a substitute. (Refer to Chapter 3, Section 2, Sick Leave.)

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.

ACADEMIC JUDICIAL SYSTEM

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

Academic Standing Committee

The Academic Standing Committee is composed of four faculty members, the SVPAA 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.

Academic Due Process

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

With regard to grading:

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.

With regard to academic dishonesty:

- a. To receive a written notification specifying the nature of the infraction and the recommended penalty.
- b. 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.
- c. 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.
- d. To inspect any information on file dealing with incidents of academic dishonesty attributed to that student.

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.

Elizabethtown College Pledge of Integrity

(Approved by Student Senate 10/23/14; Ratified by Faculty Assembly 11/11/14)

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.

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.

Procedures for Dealing with Cases of Academic Dishonesty

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 his or her academic dishonesty

in the initial conference, then the procedure continues with the written notification step that follows.

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 Department Chair or another faculty member in the Department in instances involving the Chair. 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.

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 department chair (or equivalent) and the DC&H. If the department chair does not agree with your conclusion of academic dishonesty or with your recommended penalty, then both you and the department chair must provide written notification, with rationale, to the DC&H. The DC&H will review the matter and recommend action and will inform the student, in writing, of the recommended action.

Academic Standing Committee

The accused student(s) will have the alternative of (1) accepting the penalty recommended by the faculty member or the DC&H [in the case of a difference between the faculty member and the department chair (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the DC&H 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, Department Chair, and/or the DC&H.

Dismissal

Beyond the penalty imposed for the individual course, the DC&H 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 DC&H's judgment that academic dismissal is appropriate, the DC&H will notify, in writing, both the student and the Academic Standing Committee of his or her decision and the factors that influenced that decision. In the event of dismissal, the student will have the option of (1) accepting the DC&H's decision, or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the DC&H within five business days of receipt of the DC&H's decision. The decision of the Academic Standing Committee is final.

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.

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 Department Chair (or another faculty member in the department in instances involving the chair). 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 Department Chair (or equivalent).
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 Department Chair (or equivalent) and the Dean for Curriculum and Honors. Should the faculty member and the Department Chair (or equivalent) not be in agreement, both the faculty member and the Department Chair (or equivalent) will give written statements to the Dean for Curriculum and Honors explaining the reasons for upholding or altering the grade. The Dean for Curriculum and Honors will then review the matter and recommend action, and will inform the student, in writing, of the recommended action.

Academic Standing Committee. The student will have the alternative of (1) accepting the grade recommended by the faculty member or the Dean for Curriculum and Honors [in the case of a difference of between the faculty member and the Department Chair (or equivalent)], or (2) requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the Dean for Curriculum and Honors 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 Dean for Curriculum and Honors, as the case may be. The Academic Standing Committee's decision is final.

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. Departmental advisors also provide assistance in regard to graduate or professional school and/or career planning.

Major Advising

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

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 Gible Lecture Hall GAUD

James B. Hoover Center for Business H

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

General Employment Policies

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.

While the final decision concerning an individual's personal conduct is made by the individual, 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 conduct on or off the College premises which would bring unfavorable attention to the College, or personal conduct that negatively affects the work environment, serious violations of any College policy or procedure are grounds for disciplinary action up to and including termination or release, the procedure for which is outlined in Chapter 2, Section II.

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

- Threatening or committing acts of violence or intimidation.
- Concealing, falsifying, altering, misusing, or removing records, including electronic records.
- Theft of 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.

Individuals wishing to report violations or suspected violations may do so in writing by sending a sealed envelope marked "Open By Addressee Only" to the Director for Human Resources. 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.

The Director for Human Resources will inform and consult with the President and/or SVPAA as necessary concerning the reported violation or suspected violation so that an internal investigation can be conducted. The President and/or SVPAA will determine the investigation process. A confidential notification will be sent to the reporting individual that the matter is being investigated, unless the report was submitted anonymously. Upon completion of the

investigation, the Director for Human Resources will promptly render a report concerning the violation and what remedial action should be taken to rectify the situation.

An employee found in violation of the Standards of Conduct policy may file a written appeal to the President within 10 working days from the date of the decision letter. Within 5 working days from the receipt of the appeal, the President will convene an ad hoc appellate committee of three individuals from the campus community to review the appeal. The appellate committee will review the appeal and render a final decision to the President and the employee within 5 working days.

At all times the confidentiality of names of individuals involved in the reporting, investigation, or appeal process will be adhered to by all parties.

The Director for Human Resources will maintain a file for the purposes of documenting the resolution to reported violations or suspected violations.

B. Procedure for Reporting and Investigating Violations or Suspected Violations of the College's Standards of Conduct.

Individuals wishing to report violations or suspected violations may do so through the regular reporting channels or, a written report directly to the SVPAA or the Director for Human Resources.

The College has also established a tipline to provide a confidential way for students and employees to report suspected violations of college policy or illegal activities. The procedure the College will use for managing reports through the tipline is included as Appendix 2 of the Faculty Handbook.

Information received through the tipline, and any other information received outside of the normal reporting procedures, will be managed by an off-campus service provider, and referred to the College staff members as designated in the procedures in the Student Handbook, Faculty Handbook, or the Employee Handbook.

The College will act promptly and appropriately upon any information that it obtains which indicates a possible illegal activity or violation of the College's Standards of Conduct, following the procedures below:

1) Informal Resolution

It may be possible and appropriate to resolve the reported offense informally. The SVPAA and/or Director for Human Resources will investigate and document the complaint and informal steps taken to resolve the concern. Documentation falling under the Informal Resolution process will remain in the Document Retention File, maintained by the Director for Human Resources separate from personnel files. This information will be used to monitor repeated complaints within the same department or involving the same individual. Should additional complaints be received, the Director for Human Resources, in consultation with the SVPAA, will move the complaint and documentation to the Formal Resolution process.

2) Formal Resolution

If for any reason the matter cannot be resolved as described above, a broader investigation can be initiated by the Director for Human Resources or assigned to a neutral designee, in consultation with the SVPAA. The College may also determine, based on the nature or severity of the concern, to initiate a formal resolution of the matter. The Director for Human Resources or assigned neutral designee will then promptly coordinate a formal investigation into the complaint. The College will typically notify an employee regarding a complaint and investigation; however, there may be incidents when the College will delay notification in order to protect data, electronic files, or College property.

In consultation with the SVPAA, the Director for Human Resources, or assigned neutral designees, will decide whether the complaint warrants:

1. a) Further investigation by the College or, if criminal behavior has been discovered, by law enforcement.
2. b) Dismissal of the charges if unsubstantiated with communication of the outcome to the accused and the complainant as well as a letter in the accused's file regarding the outcome of the investigation.
3. c) Affirmation of the allegations with recommendations to the SVPAA for appropriate disciplinary action. Notification verbally and in writing to the faculty member as to the findings of the investigation and applicable sanctions as determined by the SVPAA in consultation with the Director for Human Resources. A letter outlining the offenses and actions taken will be placed in the faculty member's personnel file.

Recommended disciplinary action will be determined on a case-by-case basis and will be determined by the frequency and severity of the violation.

Should either the complainant or the faculty member disagree with the outcome of the investigation, an ad hoc Peer Relations Review Committee of three employees chosen by the SVPAA (concerning faculty complaints) or the Vice President for Finance and Strategy (concerning staff and administration complaints) will be established. The Peer Relations Review Committee will conduct an independent investigation and make a recommendation as to the results of the Committee's investigation. The SVPAA and the Vice President for Finance and Strategy, as appropriate to the case, will then make a final determination and action.

A faculty member found to have violated the College's Standards of Conduct may be subject to disciplinary action up to and including termination or release, the procedure for which is outlined in Chapter 2, Section II.

3) Retaliation

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.

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 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 the SVPAA and Director for Human Resources to discuss the allegations.

4) Confidentiality

The College shall maintain confidentiality to the extent possible within the requirements of conducting reasonable and complete investigations. To the extent possible, 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 report a suspected violation of College policy.

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 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.

5) The College as Complainant

The College reserves the right to investigate allegations of prohibited conduct in appropriate circumstances even in the absence of a complaint from a member of the College community. The results of any investigation involving prohibited conduct will be documented and coordinated through the SVPAA and Director of Human Resources.

EC Tipline

The ECTipline is accessible 24/7 and is an easy and secure method of reporting. It is not a general complaint tipline. The ECTipline is a confidential toll-free and web-assisted reporting method for students and employees to report known or suspected misconduct or violations outside of current normal reporting procedures. More information about this policy can be found on the Human Resources website.

POLICIES ADDRESSING COMMITMENT TO INCLUSIVE EXCELLENCE, EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION, TITLE IX AND AMERICANS WITH DISABILITIES ACT (ADA)

Commitment to Inclusive Excellence

Elizabethtown College is committed to valuing and fostering the diversity reflected in our life together and in the world beyond our campus. We strive to ensure that the members of the

community—students, faculty, staff, and administrators—are diverse in race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, 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 commitment to maintaining and growing a diverse community of education is an integral part of principled efforts to achieve academic excellence and to educate our students for service to humanity and the world.

The College's commitment to Inclusive Excellence affirms the following three principles:

- Inclusive Excellence in our educational life promotes learning and academic excellence. One of the most significant practices required for achieving academic excellence is direct engagement with multiple sources of knowledge, worldviews, experiences, and skills. A truly liberal—and excellent—education is neither parochial in content nor singular in perspective but comprehensive in its attention to the rich facts, insights, and attributes of our diverse social world.
- Inclusive Excellence in our social life prepares us to participate in a global community. Familiarity with the diverse identities, beliefs, and practices found in our global community provides a strong foundation for undertaking effective and constructive work in the world beyond our campus. We serve our community

Policy on 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. The College strives to provide equal opportunity and an atmosphere free of discrimination.

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, pregnancy, 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, in the administration of its educational policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

This policy reaffirms Elizabethtown College's commitment to equal employment opportunity and will administer its personnel policies and conduct its employment practices in a manner which treats each employee and applicant for employment on the basis of qualification, experience, ability and other work-related criteria without regard to the above underlined class categories or any other legally protected status under relevant federal, state or local laws.

Elizabethtown College is committed to making a good faith effort to meet its goals in practicing equal employment opportunity and affirmative action according to the law. These goals are to ensure that commitment is manifested in all aspects of employment including advertisement, recruitment, hiring, promotion, demotion, transfer, tenure, compensation, and training. In addition, the College is committed to making a good faith effort to ensure all students are assured access to educational opportunities, financial assistance, and social and recreational programs.

The College will actively identify and recruit qualified minorities, women, individuals with disabilities, and veteran candidates, and acquaint them with available positions, and encourage them to apply for employment. The College will include among their recruiting sources of advertising for open positions those sources specializing in affirmative action for placement. The College's Affirmative Action/Equal Opportunity statement will be 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 personnel 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.

Title IX: Americans with Disabilities Act

Anyone desiring information regarding the Elizabethtown College's Affirmative Action Program may contact the Human Resources Office at One Alpha Drive, Elizabethtown College, 717-361-1406 or HR@etown.edu. In compliance with Title IX of the Education Amendments Act of 1972, Elizabethtown College works to ensure that "no person shall...on the basis of sex, be excluded from participation in, denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The College's policy on Title IX can be found in Appendix C.

Elizabethtown College will endeavor to make reasonable accommodations for the known physical or mental disabilities of an otherwise qualified individual (as those terms defined in the American with Disabilities Act) unless undue hardship will result. It is the College's policy not to assume that an individual has a disability or needs an accommodation. If an individual with a disability believes he/she requires an accommodation, he/she is encouraged to request a reasonable accommodation. The College can work with him/her in an effort to enable the individual to perform the essential functions of the job effectively. Reasonable accommodation forms can be located in the Human Resources Office or on the HR Intranet (www.etown.edu/humanresources). Employees and the College will undertake an interactive process to determine whether a reasonable accommodation may exist.

The Campus Diversity Advocates (CDA) is a volunteer group of faculty, students, and staff that offers support to individuals or groups concerning discrimination, harassment, bullying or bias incidents. The Campus Diversity Advocates do not have an official role in the investigation or

resolution of such incidents. Rather, the CDAs are knowledgeable and approachable peers and professional colleagues who are committed to (1) affirming the human dignity of all members of the Elizabethtown College community and (2) affirming the member's concern, (3) offering support in a non-judgmental environment, and (4) directing campus members to resources for reporting incidents or complaints. To contact a Campus Diversity Advocate, go to <http://www.etown.edu/offices/diversity/advocates.aspx>.

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 nonsupervisory. Failure to abide by this policy shall result in disciplinary action, up to and including immediate termination of employment. Further, threatening, violent, discriminatory, or harassing conduct is subject to expulsion from the College or possible civil or criminal prosecution.

Any employee or student of the College who believes he/she is being subjected to conduct that violates this policy, including any discrimination, harassment (sexual or other discriminatory harassment) or bullying is encouraged to report the situation in accordance with the reporting procedures set forth below.

Policy Against Discrimination, Harassment, and Bullying

Elizabethtown College does not discriminate on the basis of gender, race, color, religion, creed, age, marital status, disability, military membership or veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, possession of a general education development certificate as compared to a high school diploma, political ideology, genetic information, pregnancy, citizenship or any other trait or characteristic protected by any applicable federal, state and local law or ordinance. Discrimination or harassment of any kind is strictly forbidden.

Harassment

The College defines harassment 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, and which is based on individual characteristics including gender, race, color, religion, age, disability, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression or any other legally protected status.

Definitions:

Examples of the most common types of harassment include but are not limited

- Verbal harassment, such as jokes, epithets, slurs, negative stereotyping, and unwelcome or patronizing remarks about an individual's body, color, physical characteristics, or appearance.
- Physical harassment, such as physical interference with normal work, impeding or blocking movements, assault, unwelcome physical contact, staring at a person's body, or threatening, intimidating, or hostile acts that relate to a protected characteristic.
- Visual harassment, such as offensive or obscene photographs, calendars, posters, e-mails, cards, cartoons, drawings, and gestures, display of lewd objects, unwelcome notes, or letters, or any written, electronic, or graphic material that denigrates or shows hostility or aversion toward an individual.
- Sexual harassment, which is specifically defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature or conduct directed toward another person because of his/her gender where:
 - Submission to such conduct is made -- either implicitly or explicitly -- a term or condition of a person's academic or employment status.
 - 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.
 - Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting the individual.
 - Sexual violence, including physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or due to an intellectual or other disability.
 - Gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, even if these acts do not involve conduct of a sexual nature.

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.

Definitions:

Bullying is unwelcomed or unreasonable behavior that demeans, intimidates, or humiliates people either as individuals or as a group. Bullying behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. Context is important in understanding bullying, particularly verbal

communication. There is a difference between friendly banter exchanged by colleagues and comments that are meant to be, or are taken as, demeaning.

Mobbing is a particular type of bullying behavior carried out by a group rather than by an individual. Mobbing is the bullying or social isolation of a person through collective unjustified accusations, humiliation, general harassment, or emotional abuse. Although it is group behavior, specific incidents such as an insult or a practical joke may be carried out by an individual as part of mobbing behavior.

Bullying is unacceptable behavior because it breaches principles of equality and fairness, and it frequently represents an abuse of power and authority. It also has potential consequences for everyone involved.

Reporting Procedures for Discrimination, Harassment, and Bullying

Any employee who believes he/she is being subjected to discrimination, harassment (sexual or other discriminatory harassment) or bullying shall report the situation to his/her 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 his/her 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 promptly 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.

Informal Resolution

It may be possible and appropriate to resolve the reported offense informally. The supervisor, in consultation with the Director of Human Resources will document the complaint and informal steps taken to resolve the concern. Documentation falling under the Informal Resolution process will remain in a separate file in the Director of Human Resources office and not placed in the respondent's personnel file. This information will be used to monitor repeated complaints within the same department or involving the same individual. Should additional complaints be received, the Director of Human Resources will move the complaint and documentation to the Formal Resolution process.

Formal Resolution

If, for any reason, the matter cannot be resolved as described above, or a complainant chooses the formal resolution, the complainant will state the specific allegations in writing so that an investigation can be initiated by the Director of Human Resources or assigned neutral designee.

The Director of Human Resources or assigned neutral designee will then promptly coordinate a complete investigation into the complaint.

The Director of Human Resources or assigned neutral designee will decide whether the complaint warrants:

Further investigation by the College or, if criminal behavior has been discovered, by law enforcement.

1. Dismissal of the charges if unsubstantiated with communication of the outcome to the accused and the complainant as well as a letter in the accused's file regarding the outcome of the investigation.
2. Affirmation of the allegations with recommendations for appropriate disciplinary action. Notification verbally and in writing to the employee as to the findings of the investigation and applicable sanctions as determined by the Senior Staff officer for that area in consultation with the Director of Human Resources. A letter outlining the offenses and actions taken will be placed in the employee's personnel file.

Recommended disciplinary action will be determined on a case-by-case basis and will be determined by the frequency and severity of the violation.

Should either the complainant or the employee disagree with the outcome of the investigation, an ad hoc Peer Relations Review Committee of three employees chosen by the Senior Vice President for Academic Affairs (concerning faculty complaints) or Vice President for Administration and Finance (concerning staff and administration complaints) will be established. The Peer Relations Review Committee will conduct an independent investigation and make a recommendation as to the results of the Committee's investigation. The Senior Vice President for Academic Affairs and the Vice President for Administration and Finance, as appropriate to the case, will then make a final determination and action.

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.

Retaliation

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.

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 be deliberately false will be investigated and the complainant may be subject to disciplinary action. Anyone who believes that she/he has been the subject of a false allegation may meet with his/her supervisor or the Director of Human Resources to discuss the allegations.

Confidentiality

The College shall maintain confidentiality to the extent possible within the requirements of conducting reasonable and complete investigations. To the extent possible, 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.

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 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.

Workplace Violence Policy**The College as Complainant**

The College reserves the right to investigate allegations of prohibited conduct in appropriate circumstances even in the absence of a complaint from a member of the College community. Results of any investigation involving prohibited conduct will be documented and coordinated through Human Resources and in cases involving students the Office of Student Rights and Responsibilities.

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.

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Reporting Procedures

Employees who either experience or observe an act of violence or threat of violence must immediately report the incident to Campus Security by calling Extension 1111. Do not place yourself in peril.

- Campus Security 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 of Human Resources. The investigation shall be conducted on an immediate, 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.

Whistleblower Policy

Elizabethtown College is committed to the highest standards of all business practices. This policy is created to enable all employees of the College to report concerns about possible business or financial 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
- Falsification of accounting or financial records, including accounting omissions
- Misappropriation of grant funds
- Inappropriate authorization, allocation or spending of College funds
- Falsification of reported work hours (including student employees)
- Kickbacks

When making a good faith report, the reporter will not be subject to retaliation by the College. To file a report under this policy, an employee may do so via telephone or in person during regular operating hours or by mail to the Director of Human Resources.

Employees found to have made knowingly false or misleading reports will be subject to disciplinary action including possible termination of employment.

Reports of business or financial misconduct by a student will be turned over to the Dean of Students.

Conflict of Interest Policy

Employees are charged to act on behalf of the College and in support of its mission and should avoid any actual or perceived conflict of interest. In their capacity as employees, they are expected to hold the interests of the College paramount. An apparent conflict of interest arises when an employee is in a position to influence the College's decisions in ways that could lead 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 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 involved should avoid the potential conflict and/or excuse him/herself from participation in decisions on behalf of the College that affect the employee's personal interests.

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.

A consensual romantic and/or sexual relationship between an employee and a student enrolled at the College can compromise professional standards and expose both the employees and the College to claims of harassment or unlawful discrimination – for example, from the student involved or from other students who allege they are disadvantaged because of the employee's unprofessional relationship with one of their peers.

Accordingly, the College prohibits consensual romantic and/or sexual relationships between employees (faculty, staff, or administrators) and students. An employee found to be engaged in a romantic and/or sexual relationship with a

Recruitment Policy

This policy is designed to assist departments in hiring the most qualified and effective candidates. In filling vacancies, the College seeks to strike a balance between attracting new talent from outside the organization, supporting current employees in their attempts to progress in their careers at Elizabethtown and increasing diversity in the work force. Recruitment and selection of candidates for all position on campus shall be in compliance with the Colleges policy on Non-Discrimination and Affirmative Action.

When a position becomes vacant, the following policies will be observed:

Examination by the Hiring and Compensation Review Committee (HCRC) to ensure that the position's continuation is warranted.

Hiring activity will be coordinated through Human Resources (HR) and must be approved by HCRC. The position must be funded in the year it will be filled.

Competition may be limited to internal candidates if Human Resources (HR) certifies that there are a minimum of two qualified in house employees.

Selecting officials or Search Committees must interview a minimum of two candidates.

Temporary employees may apply for campus vacancies, but they will be considered external candidates.

A position requisition form must be completed for all open positions. The form must be accompanied by an updated job description.

All open positions must be advertised on the Human Resources bulletin board and web site for a minimum of 5 business days before the position is filled. HR may extend the advertising period or use additional advertising venues to ensure adequate competition and an appropriate pool of candidates.

All candidates for positions are to be treated equally and fairly in searches. Interviews for any position are to be offered to candidates only on the basis of qualifications and merit. This policy will be communicated to and observed by all search committees and any manager or supervisor carrying out a search.

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 pursuant to appropriate legal action. Continued employment with the College is contingent upon acceptable results as determined by the College.

Performance Appraisal

Performance appraisals can be found on the HR website and completed appraisals are maintained in the employee's personnel file. Supervisors will be asked to complete an introductory evaluation on a new employee's performance during the employee's introductory period.

All staff and administrative employees will undergo a formal performance appraisal and self-appraisal (if required) at least once a year. The performance appraisal process is tied to the College's compensation program. At a conference between the employee and the supervisor, the

supervisor will evaluate the employee on job expectations and identify areas where the employee is or is not meeting those expectations. Goals are formulated with the employee to guide his or her job performance.

Special Situations: The supervisor should immediately schedule a conference with the employee concerning any unsatisfactory work performance. A written performance improvement plan outlining the areas for improvement and a defined timeline will be given to the employee.

Resignation Policy

Administrative employees are expected to give three weeks' notice prior to leaving the College's employment. Staff employees are expected to give two weeks' notice. However, whenever possible, more advance notice is preferable, particularly if an employee is retiring. All resignations must be submitted in writing to the employee's immediate supervisor and to Human Resources. Supervisors must notify Human Resources whenever an employee ends their employment with the College.

Employees resigning from the College shall receive their accrued unused vacation within their last pay, pending no outstanding charges. The College does not pay unused sick leave to employees terminating employment. Employees will be required to return all keys, uniforms, ID card, laptop, cell phone, or other items belonging to the College, and employee handbooks prior to their departure.

Exit Interviews

Upon an employee's departure from the College, Human Resources will contact the employee to schedule an exit interview. At this interview a Human Resources Representative will discuss with the employee benefit options, outstanding College charges, and other matters relevant to his/her departure. Employees will also have an opportunity to discuss any matters of concern while they were employed with the College. An exit form will be provided to each departing employee for additional comments.

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).

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, suspension, or termination.

Discipline matters include, but are not limited to, violation(s) of any Department or College policy or procedure, excessive absenteeism, inappropriate behavior, unsatisfactory work performance.

For matters of unsatisfactory work performance, the supervisor and the employee shall meet to discuss the problem(s) and develop a written plan for performance improvement. The supervisor

may decide to place the employee on probation for a period of time. Within an agreed upon period of time, the supervisor and the employee shall meet again to discuss the employee's progress. The supervisor may consider it necessary to monitor the employee's performance over a period of several months. If no improvement in performance can be identified, the supervisor may decide to release the employee from employment or provide the employee with a letter of reprimand or final warning.

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

Immediate Termination

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.

Appeal Process for Immediate Terminations. The appeal should be in writing and submitted within two weeks from the employee's termination date to his/her respective Vice President or Dean. This process is applicable only to situations of immediate termination.

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.

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 conditions, or unsatisfactory work performance resulting from alcohol or drug use. Violations of this policy will result in disciplinary action, up to and including termination of employment, 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.

1) Drug and Alcohol Services

WorkLife Matters

(College's Employee Assistance Program through Guardian) 1-800-386-7055
Services: Counseling and guidance for alcohol and substance abuse

Lancaster County Council on Alcoholism & Drug Abuse

630 Janet Avenue, Lancaster (717) 299-2831

Services: Referral counseling, Training for schools & businesses, Volunteer speakers for adults & children, Underage drinking prevention program, Support/Education groups for children at high risk for developing addictions, Film, Video, and Book Library

Lancaster County Drug & Alcohol Commission, Prevention Unit

150 North Queen Street, Suite 402, Lancaster (717) 299-8023

Services: Comprehensive, primary prevention programs for school, Community & family groups, Curriculum, Parent programs, Professional & volunteer training, Community partnerships

Human Services Associates

48 North Queen Street, Lancaster (717) 394-5334

Services: Individuals, Couples, Adolescents, Specialized groups, Women's groups, Family intervention, Chronic relapse program, EAP Services

Philhaven Outpatient Services

250 College Avenue, Lancaster (717) 291-6798

Services: Psychological counseling & addiction treatment

T.W. Ponessa Associates

Oregon Pike, Lancaster (717) 560-7917 Services: Counseling

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Lancaster Freedom Center

436 North Lime Street, Lancaster (717) 397-9118

Services: Intensive (22 week) outpatient programs for alcoholism & substance abuse, 12-week family program, and Drug & alcohol evaluations

Guidance Associates of Pennsylvania

412 Erford Road, Camp Hill (717) 732-2917

20 Briarcrest Square, Hershey (717) 533-4312 Services: Range of employee assistance services

Naaman Center

4600 East Harrisburg Pike, Elizabethtown (717) 367-9115 Services: Programs for alcohol and substance abuse

The Gate House

649 East Main Street, Lititz (717) 626-9524 Services: Programs for alcohol and substance abuse

2) Support Groups

Alcoholics Anonymous (AA)

(717) 394-3238

Meets Daily.

Narcotics Anonymous (NA) (717) 393-4546

Meets Daily

S. 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 in any form is prohibited in all facilities of Elizabethtown College at all locations, including College vehicles. 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.

Those 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 Committee and Capital BlueCross. The success of this policy will depend on the thoughtfulness, consideration, and cooperation of both smokers and nonsmokers. Concerns regarding this policy should be directed to Human Resources.

T. 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 department may have department-specific Absenteeism policies.

U. 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. The College's Human Resources Office has the responsibility for instituting all safety policies and procedures on campus. Please visit www.etown.edu/safety for all safety policies.

V. Children on Campus

This policy applies to all College employees, students, and visitors and addresses the health, safety, and management of children (under the age of 18) on College property.

Policies for children on campus attending Special Events and Summer Programs (SESP) managed events are contained in a SESP specific policy document.

Purpose

To adequately protect the health and well-being of children on Elizabethtown College property

Process

Children who are participating in a college-approved event that requires adult supervision (i.e., summer camps) or who are visiting under their parent or guardian's immediate supervision are permitted on campus. The ultimate responsibility for the health, safety, and management of behavior of the children rests with the parent or guardian who brought the child to campus or the individual who is running the college-approved event (signed release forms may be required depending on the event). Persons under 18 years of age are not permitted in potentially hazardous work areas within Elizabethtown College (e.g., laboratories, shops, and other potentially hazardous work areas or areas with hazardous materials present) except under the following circumstances:

- The minor:
 - is employed by the College or has been formally accepted as a volunteer worker
- has been trained in safety procedures
- has adult supervision

The minor is enrolled in a College class with a laboratory component, or the minor:

- is participating in a College-sponsored program
- has been trained in safety procedures
- has adult supervision

If a minor meets the above criteria and will be spending time in potentially hazardous work areas within Elizabethtown College, the necessary personal protective equipment must be worn at all times. Unsupervised minors not participating in a College-sponsored event will be asked to leave College property.

Responsibilities

Managers/Supervisors: Ensure compliance with this policy within their area of responsibility

Employees, students, and visitors: Do not place yourself or any children you are responsible for at risk of injury; Ensure appropriate supervision of children you are responsible for on campus; Report any incident or injury involving a child irrespective of its seriousness to Campus Security immediately.

Evaluation

The Safety Committee shall be responsible for evaluating this policy annually.

W. Lactation Policy

Elizabethtown College understands the importance of a mother's desire to breast-feed her baby after returning to the work environment. Because not all mothers have a private office to use for lactation needs, the College will make arrangements to accommodate mothers at work with a private locked room for these purposes. Refrigeration accommodations will also be made. Mothers 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.

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. If an employee wishes to review sections of their personnel file, please contact Human Resources.

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.

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.

Change in Employment Status and Benefits

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).

Address/Name Change

If an employee's address or name changes, they must complete a new W4 and Certificate of Residence form and submit them to Payroll as soon as possible. For a name change, the employee must show the social security card with the new name to the Payroll office.

College Liability

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

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 director.

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 constitutional right of free speech applies to all members of the Elizabethtown College electronic community. As this notion does not imply an abdication of personal responsibility, members of the community are expected to behave ethically in this community and to respect the diversity and privacy of people within and outside the electronic community. Behavior or acts that violate College IT policies and principles will be addressed and adjudicated by the appropriate College judicial or administrative body.

The College reserves the right to access/disclose information on an employee's computer for any authorized purpose. Electronic mail and other information 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.

The following list, while not exhaustive, provides Elizabethtown College IT users with specific policies for responsible and ethical behavior:

- a. Use only the computers, computer accounts, and computer files for which you have authorization. Do not use another individual's ID or account or attempt to capture or guess other IT user's passwords. IT users are individually responsible for all use of resources assigned to them; therefore, sharing of IDs is prohibited. In addition, College-owned computers are only to be used by the employee/faculty member that they are assigned to. They are not to be used by family members.
- b. Do not download software or games onto College-owned computers. Any requests for new software must be coordinated through the department of Information and Technology Services.
- c. Do not attempt to access restricted portions of the operating system, security software, servers, or networks unless authorized by the appropriate College administrator. Breaking into computers and networks is explicitly prohibited.
- d. Abide by all state and federal laws, including those applicable to copyright and licensing.
- e. Use appropriate standards of civility when using IT to communicate with other individuals. When sending messages to other IT users or posting messages to news boards identify yourself as the sender. Using Elizabethtown College IT to harass other individuals is explicitly prohibited.
- f. Be sensitive to the needs of other IT users. For example, use computer labs for only the most essential tasks during periods of peak demand. Also, sending personal or non-College related messages to large numbers of individuals and sending chain letters or sending a crippling number of files across the network, are examples of activities that cause network congestion and interfere with the work of others, and thus are not allowed.
- g. Do not destroy or damage any IT equipment, networks, or software. The introduction of computer code that compromises the integrity of a system, such as viruses and worms, into the College computing environment or into other computing environments via the Elizabethtown College network is prohibited.

Electronic Communications

Electronic communications, including electronic mail, mailboxes, Internet, and contents created or stored on the College's computer/network related equipment, are the sole property of Elizabethtown College. Use of the College's computer/network related equipment is a privilege, not a right, and activities that may be acceptable on your personal home account may not be

acceptable when using the College equipment/network. Furthermore, all contents on College's computer/network related equipment and network are subject to the College's policies as well as federal, state, and local laws and regulations.

System administrators may require access to otherwise personal files maintained on the campus network as part of regular system maintenance and back-ups, to periodically verify that software and hardware are working correctly, to look for particular kinds of data or software (such as computer viruses), or to audit the use of university resources. In undertaking these efforts, however, IT staff do not access the contents of the communications.

Additionally, the College, through its authorized Administrators, reserves the right to gain access to a user's network correspondence or files maintained on the campus network, whether relating to Elizabethtown College business or that may otherwise be considered personal in nature, for legitimate business and educational purposes, including but not limited to: investigations into suspected or alleged violations of College policy or federal, state, or local laws, investigations into inappropriate use of college equipment; investigations into claims of wrongdoing; locating information stored in files required for the conduct of business; and/or in response to a subpoena or other valid legal process.

Weapons on the College Campus

The College prohibits possession or use of explosives, firearms, or any other weapons in or on College-owned property. The exception to this policy will be law enforcement and security personnel in the performance of their duties.

Pet/Animal Policy

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

EMPLOYEE COMPENSATION AND BENEFITS

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

HIPAA Notice of Privacy Practices

This notice is intended to inform you of the privacy practices followed by the Elizabethtown College Group Health Plan. It also explains the federal privacy rights afforded to you and the members of your family as plan participants covered under a group health plan.

As a plan sponsor, the College often needs access to health information in order to perform plan administrator functions. We want to assure the plan participants covered under our group health plan that we comply with federal privacy laws and respect your right to privacy. It is the policy of Elizabethtown College to maintain and protect the privacy of the protected information of its employees and student and provide specific rights with respect to this information. (See the Information Privacy Policy contained on the HR website.) We require all members of our

workforce and third parties that are provided access to health information comply with the privacy practices outlined below.

Uses and Disclosures of Health Information

Health Care Operations. We use and disclose health information about you in order to perform plan administration functions such as quality assurance activities, resolution of internal grievances, and evaluating plan performance. For example, we review claims experience in order to understand participant utilization and to make plan design changes that are intended to control health care costs.

Payment. We may also use or disclose identifiable health information about you without your written authorization in order to determine eligibility for benefits, seek reimbursement from a third party, or coordinate benefits with another health plan under which you are covered. For example, a health care provider that provided treatment to you will provide us with your health information. We use that information in order to determine whether those services are eligible for payment under our group health plan.

Treatment. Although the law allows use and disclosure of your health information for purposes of treatment, as a plan sponsor, we generally do not need to disclose your information for treatment purposes. Your physician or health care provider is required to provide you with an explanation of how they use and share your health information for purposes of treatment, payment, and health care operations.

As permitted or required by law. We may also use or disclose your health information without your written authorization for other reasons as permitted by law. We are permitted by law to share information, subject to certain requirements, in order to communicate information on health-related benefits or services that may be of interest to you, respond to a court order, or provide information to further public health activities (e.g., preventing the spread of disease) without your written authorization. We are also permitted to share health information during a corporate restructuring such as a merger, sale, or acquisition. We will also disclose health information about you when required by law, for example, in order to prevent serious harm to you or others.

Pursuant to your Authorization. When required by law, we will ask for your written authorization before using or disclosing your identifiable health information. If you choose to sign an authorization to disclose information, you can later revoke that authorization to cease any future uses or disclosures.

Right to Inspect and Copy. In most cases, you have a right to inspect and copy the health information we maintain about you. Your request to inspect or review your health information must be submitted in writing to Human Resources.

Right to an Accounting of Disclosures. You have a right to receive a list of instances where we have disclosed health information about you for reasons other than treatment, payment, health care operations, or pursuant to your written authorization.

Right to Amend. If you believe that information within your records is incorrect or if important information is missing, you have a right to request that we correct the existing information or add the missing information.

Right to Request Restrictions. You may request in writing that we not use or disclose information for treatment, payment, or other administrative purposes except when specifically authorized by you, when required by law, or in emergency circumstances. We will consider your request but are not legally obligated to agree to those restrictions.

Right to Request Confidential Communications. You have a right to receive confidential communications containing your health information. We are required to accommodate reasonable requests. For example, you may ask that we contact you at your place of employment or send communications regarding treatment to an alternate address.

Right to Receive a Paper Copy of this Notice. If you have agreed to accept this notice electronically, you also have a right to obtain a paper copy of this notice from us upon request. To obtain a paper copy of this notice, please contact Human Resources.

Our Legal Duties

We are required by law to protect the privacy of your information, provide this notice about information practices, and follow the information practices that are described in this notice. We may change our policies at any time. Before we make a significant change in our policies, we will provide you with a revised copy of this notice. You can also request a copy of our notice at any time. For more information about our privacy practices, contact Human Resources.

Complaints

If you are concerned that we have violated your privacy rights, or you disagree with a decision we made about access to your records, you may contact Human Resources. You also may send a written complaint to the U.S. Department of Health and Human Services – Office of Civil Rights. You may visit www.hhs.gov/ocr for further information.

Employee Retirement Income Security Act of 1974

On Labor Day, 1974, a new law called the Employee Retirement Income Security Act (ERISA) was enacted to protect the interests of workers in pension and welfare plans. ERISA requires that the employer inform all employees of the most important facts they need to know about their fringe benefits. In addition, the Controller is required to file information about your benefit plans with the Department of Labor. 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 in the Human Resources Office.

The College undergoes the required IRS 403(b) audit of the prior year's plan each summer.

ERISA established certain minimum requirements for all benefit plans, especially pension plans. You should examine the information supplied to you since it may affect some decisions you must make regarding your retirement benefits.

The new law requires that persons who control employee benefit plans, called fiduciaries, must act solely in the interest of an employee and be prudent in carrying out the plan duties. In order that you may know who is responsible for the plans described in this section of the handbook, the principal officers of the College who have discretionary responsibility in relation to the plans are listed below:

Elizabethtown College Administrators

- a. President
- b. Vice President for Finance and Strategy

If you have any questions regarding ERISA or the information furnished to you, contact Human Resources. The nearest office of the Labor Department also has people who will be able to assist you or provide you with additional information.

Statement of ERISA Rights

Participants in the College Retirement Plan and the College Tax-Deferred Annuity Plan are entitled to certain rights and protections under the Employee Retirement Income Security Act of 1974 (ERISA). ERISA provides that all plan participants shall be entitled to:

- a. Examine, without charge, at the Plan Administrator's Office, all plan documents and copies of all documents filed by the plan with the U.S. Department of Labor and Internal Revenue Service, such as detailed annual reports and plan descriptions.
- b. Obtain copies of all plan documents and other plan information upon written request to Plan Administrator. The Administrator may make a reasonable charge for the copies.
- c. Receive a summary of the plan's annual ERISA Report to the internal Revenue Service.

The Plan Administrator is required by law to furnish each participant with a copy of this summary annual report.

- d. Obtain a statement advising the participant of the amount of funds accumulated to provide benefits at normal retirement age if participation under the plan stops now. Each year TIAA-CREF sends participants a statement of annuity premiums paid during the previous calendar year and an illustration of the annuity income at retirement under certain stated assumptions.

ERISA sets forth the duties of the people who are responsible for the operation of the College Retirement Plan and the College Tax-Deferred Annuity Plan. The people who operate these plans have a duty to do so prudently and in the interest of the participants and beneficiaries. No one, including the employer, may discharge or otherwise discriminate against participants in any way to prevent them from obtaining benefits to which they are entitled under the plans or exercising their rights under ERISA.

If an application for benefits under either of the plans described in this handbook is denied, in whole or in part, the participant or beneficiary must receive a written explanation of the reasons

for the denial. Participants have the right to have the Plan Administrator review and reconsider denied claims on eligibility, participation, contributions, or other aspects of the plan and to have TIAA-CREF review and reconsider denied claims under TIAA-CREF Annuity contracts. Under ERISA, participants may take steps to enforce these rights.

If a claim for benefits is denied or ignored, in whole or in part, participants may file suit in a state or federal court. If the Plan Administrator's responsibility to compute and remit plan contributions is not discharged according to the terms of this plan or if a participant is discriminated against for asserting ERISA rights, he or she may seek assistance from the U.S. Department of Labor or may file suit in a federal court. The court will decide who should pay court costs and legal fees. If the participant is successful, the court may order the person sued to pay these costs and fees. If the participant loses, the court may order him or her to pay these costs and fees, for example, if it finds the claim is frivolous.

Contact the Plan Administrator if you have any questions about this plan. If a participant has any questions about this statement or about rights under ERISA, he or she should contact the nearest area office of the U. S. Labor-Management Services Administration, Department of Labor.

Retirement Plan—TIAA/CREF

Elizabethtown College participates in the retirement plan for the Teachers Insurance and Annuity Association of New York (TIAA). The Vice President for Finance and Strategy of Elizabethtown College is defined as the Plan Administrator. Employees who work at least 1,000 hours per year are eligible for this benefit. Employees are 100% vested in the plan immediately. The College undergoes the required IRS 403(b) audit of the prior year's plan each summer.

Regular Annuity

Unless previously participating in this plan at another institution, or in another qualified plan, a new employee is not eligible to participate during her/his first two years. Employees must attain age 21 before being eligible to participate in the retirement plan. After the two-year eligibility period has been met, the employee may participate in the regular annuity retirement plan. The employee contributes 5% of their base salary into a retirement account. In turn, the College will contribute 10% of the employee's base salary into the employee's retirement account. As of January 1, 2000, the College will contribute 3% of the employee's base salary into the employee's retirement account if the employee does not contribute 5%.

TIAA provides a parallel retirement option in the College Retirement Equities Fund (CREF). Contributions made to CREF are invested in units of common stock, money market account, social choice account, bond market account, and/or global equities account.

Option Purchase of Additional Annuity - SRA

The Supplemental Retirement Annuity (SRA) is designed for those who want to set aside funds for retirement through a tax-deferred annuity plan over and above amounts being accumulated under the institution's retirement plan. Premiums may be allocated to TIAA, CREF, or between TIAA and CREF. The College does not contribute to this fund. Employees are eligible to participate

immediately upon employment, as long as they have attained age 21 and work at least 1,000 hours per year.

Roth 403(b)

Effective January 1, 2010, TIAA-CREF offers employees who have worked at least 1,000 hours per year the option to participate in a Roth 403 (b) plan. Employees may designate elective deferrals as after-tax Roth contributions to your plan. Employees must be participating in the regular annuity before enrolling in the Roth plan.

Complete information and literature are available through Human Resources.

Early Retirement Program (Accelerated Plan)

Elizabethtown College has in place an early retirement program. The program is operated on an accelerated basis. Eligibility for the program is 55-61 years of age with a minimum of 10 years of College service and retirement to occur at age 62. The plan works by an employee accelerating contributions to TIAA-CREF with the College accelerating contributions as well. Upon the selected time of retirement, the level of contribution to the employee's pension fund will be the same as if the employee retired at the normal retirement age of 65. Depending upon the age at which the employee elects to enter the accelerated plan, payment by the College and individual would be accelerated as follows:

*Within the Maximum Salary

Reductions allowed for a 403(b), 415, and 402 (g) Plan of the IRC

Retirement Election Age

55

56

57

58

59

60

61

Acceleration Factor

10/7 9/6 8/5 7/4 6/3 5/2 4/1

Written requests for admittance to the Accelerated Plan must be received by the SVPAA a minimum of one month prior to the desired effective date for the acceleration to begin. Once the request for the accelerated early retirement plan is accepted by the College, the process is irrevocable.

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:

- a. Employees leaving the College on good terms with 20+ years of service
- b. 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, traditionally a captain's chair or a rocker, 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.

Domestic Partnership Benefits

The College extends various benefits to qualified domestic partners of benefit eligible employees. A domestic partner is an unmarried person in a committed, exclusive, co-habiting relationship with a partner of the same or opposite sex. Both the employee and the domestic partner must sign a Declaration of Domestic Partnership. This declaration outlines a specific set of criteria, which must be met to qualify for such benefits. It should be noted that some of our supplemental insurance providers may have additional requirements or may deny coverage for domestic partners.

Extended various benefits are defined as medical, prescription, dental, vision, long-term care, and sick leave. The availability of this coverage extends to domestic partners and their children.

Electing this benefit may have tax implications to the employee. As a result, employees are strongly advised to seek guidance from a tax advisor before choosing whether or not to elect this benefit. It should also be noted that any contributions related to such coverage will be made on an after-tax basis.

Employees must notify Human Resources within 15 days should a domestic partnership be terminated. Should a partner be removed from coverage as a result of the domestic partnership ending, the partner will be offered the opportunity to continue their health insurance under the Consolidated Omnibus Budget Reform Act (COBRA).

For additional information concerning the College's domestic partnership policy, please contact Human Resources.

Medical Benefits

Employees hired as of 1/1/2015, who work at least 1,462.5 hours per year, are eligible for medical benefits immediately upon hire. Those hired prior to 1/1/2015 are grandfathered under the previous medical policy. Employees may select among several types of medical insurance coverage. The College shares the premium cost for employees, domestic partners, and dependent coverage. The employee's portion of the premium is not taxable for federal income tax and FICA purposes. Employee eligibility for benefits is outlined under "Employee Status" in the History/Mission/College Structure section of the Handbook. Employee coverage begins upon

signup at the employee's initial orientation of the College's open enrollment period. Complete information and literature are available through Human Resources.

The College will abide by all requirements stipulated under the Affordable Care Act of 2010.

Health Benefits for Adjuncts

Effective January 1, 2015, adjuncts teaching a minimum of twelve (12) credits in a semester will be eligible for college-sponsored health benefits during that semester. This meets the measurement requirement as referenced by IRS regulations (Section 4980H) and is compliant with the eligibility requirements mandated by The Patient Protection and Affordable Care Act.

For the purpose of this policy, a semester will be defined as the months from August 1 through December 31 for the fall semester and January 1 through May 31 for the spring semester. Continuation of College sponsored health benefits in June and July may occur if the adjunct faculty member teaching a minimum of 12 credits in the spring has received an appointment to teach a minimum of 12 credits in the subsequent fall semester.

Retirement Health Coverage

Effective 9/1/2004, upon retirement 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 9/1/2004 who met the following criteria on 9/1/2004 will receive 100% health insurance premium coverage by the College for him/herself 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 years of service. Employees hired prior to 9/1/2004 who did not meet the above criteria on 9/1/2004 will be required to pay 50% of the health care premium for him/her 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.

Disability Insurance

Employees who work at least 1,462.5 hours per year are eligible for long-term disability immediately upon hire. Total Disability coverage is through Guardian. This plan provides income protection and a waiver of premiums to the TIAA-CREF retirement plan for a qualified totally disabled employee. The College pays the full premium. Employees must be out of work for a medical condition for six-months continuous prior to becoming eligible for long-term disability. Details concerning the plan are outlined in the College's Plan Announcement for Disability Insurance. Extra copies of the plan are located in Human Resources. Employees will undergo an interactive process to have an employee return to the job. Essential functions of the job must be completed with or without a reasonable accommodation. Employees unable to return to the job may be dismissed from employment.

COBRA (Continuation of Health Plan Coverage)

On April 7, 1985, a Federal law was enacted requiring most employers sponsoring group health plans to offer employees and their families the opportunity for a temporary extension of health coverage called COBRA (The Consolidated Omnibus Budget Reconciliation Act of 1985). The temporary extension of health coverage is to be at group rates to employees whose coverage under the plan would otherwise end.

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.

Life Insurance

Employees who work at least 1,462.5 hours per year are eligible for life insurance immediately upon hire. The College provides eligible employees with \$10,000 of basic group term life insurance coverage through Guardian (at no cost to the employee). In addition to the \$10,000 basic life insurance coverage, optional insurance can be purchased by the employee up to five times their annual salary, with a maximum of \$500,000. Employees may keep their life insurance active until age 70 if they leave the College.

Dental Insurance

Employees who work at least 1,462.5 hours per year are eligible for dental insurance immediately upon hire. Dental insurance is available to employees through Delta or Guardian. The College shares the premium cost with the employee.

Vision Insurance (Davis)

Employees who work at least 1,462.5 hours per year are eligible for the vision insurance plan immediately upon hire. The College offers to all employees and their immediate family members a voluntary vision insurance plan through The Davis Vision Plan, administered by Guardian. This plan will cover annual eye exams, lenses, frames, and contact lenses, as well as additional services like laser correction surgery and cosmetic extras at discounted prices.

Vision Discount Plan

Employees who work at least 1,462.5 hours per year are eligible for the vision discount plan immediately upon hire. The College offers to all employees and their immediate family members discount vision services through local eye professionals. The College also offers a voluntary vision discount plan through National Vision Administrators (NVA). The employee is responsible for paying the full premium for NVA.

Flexible Spending Accounts

Employees who work at least 1,462.5 hours per year are eligible to participate in flexible spending accounts immediately upon hire. 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. Complete information and literature are available through Human Resources.

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.

Family and Medical Leave

Employees who have been employed by the College for at least 12 months, who have completed at least 1250 hours of service during the 12-month period immediately preceding the commencement of the leave, are eligible for an unpaid family and/or medical leave pursuant to this policy. All employees are required to use sick leave, then vacation and personal time as part of a family or medical leave of absence. Eligible employees are entitled to a total of up to 12 work weeks of unpaid leave during any 12-month period in the following situations.

Reasons for taking leave:

- a. To care for the employee's child after birth, or placement for adoption or foster care
- b. To care for the employee's spouse, dependent or parent who has a serious health condition
- c. For a serious health condition that makes the employee unable to perform their job
- d. For any qualifying exigency (as the Secretary of Labor shall, by regulation, determine) arising out of the fact that the spouse, child, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in

support of a contingency operation.

Employees who are taking FMLA to care for a spouse, child, parent, or next of kin who is recovering from a serious injury or illness sustained in the line of duty on active duty in the Armed Forces are entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. Eligible employees are entitled to a combined total of 26 weeks of all types of FMLA leave. EFFECTIVE 1/28/2008

A dependent is defined by the IRS as a birth child, stepchild, legally adopted child, or foster child in your care who lives with you and whom you support financially for more than six months out of the year. A dependent must be under the age of 19 or be 26 or younger if enrolled as a full-time student. A dependent can also be over the age of 18 if incapable of self-care because of a mental or physical disability. See the IRS website for specific details.

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves (1) inpatient care and any corresponding period of incapacity or subsequent treatment, or (2) continuing treatment by a health care provider. Continuing treatment may be established under any one of the following sets of circumstances:

- a. A period of incapacity that lasts more than three consecutive full calendar days and involves a certain level of treatment (treatment two or more times, within 30 days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider or treatment by a health care provider on at least one occasion which results in a regimen of continuing supervised treatment, including a course of prescription medication or therapy requiring special equipment). The treatment must involve an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within 7 days of the first day of incapacity
- b. Any period of incapacity due to pregnancy, or for prenatal care
- c. Any period of incapacity due to a chronic serious health condition (such as asthma, diabetes, or epilepsy)
- d. Permanent or long-term incapacity due to a condition for which treatment may be ineffective if there is continuing supervision by a health care provider (such as for Alzheimer's, severe stroke, or the terminal stages of disease)
- e. Any period of absence to receive multiple treatments either for restorative surgery after an accident or other injury or for a condition likely to result in incapacity of more than three full days absent medical intervention (such as radiation or chemotherapy for cancer, physical therapy for severe arthritis, or dialysis for kidney disease).

Periods of incapacity due to pregnancy or chronic serious health conditions are not subject to a three-day minimum duration or to any requirement that treatment be received. Generally, treatment that includes taking over-the-counter medications or bed rest, drinking fluids, exercise and other similar activities that can be initiated without a visit to a health care provider is not, by itself, sufficient to constitute a regimen of continuing treatment.

Substance abuse may qualify as a serious health condition. Leave is available for the treatment of substance abuse, but absence due to an employee's use of the substance does not qualify for FMLA leave. An employer retains the right to terminate an employee under an established substance abuse policy.

Without complications, the common cold, flu, earaches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, and periodontal disease ordinarily are not serious health conditions. Allergies or mental illness resulting from stress may be serious health conditions if all other conditions are met.

Health insurance will be maintained for any eligible employee on a family or medical leave under this policy on the same terms as would apply if the employee were not on FMLA. Employees who fail to return to work upon completion of a family or medical leave will forfeit their right to employment at the College.

In cases where the College employs both spouses, family leave may be limited to a combined total of 12 weeks between them.

Eligible employees are limited to a total of 12 work weeks of leave during a 12-month period, with the exception of the military leave act adopted January 28, 2008, which entitles employees to a total of 26 weeks during a 12-month period to care for a service member. The College will calculate this 12-month period by measuring backward from the date an employee uses FMLA leave (i.e., leave is limited to the balance of 12 weeks not used during the past 12 months).

FMLA leave may be taken intermittently whenever medically necessary to care for a seriously ill family member or because the employee is seriously ill and unable to work. Employees may take FMLA leave intermittently in five-minute increments. If FMLA is for birth and care or placement for adoption or foster care, use of intermittent leave is subject to the College's approval.

The Human Resources department is responsible for designating leave as FMLA once we learn of the absence/issue. An employee who can anticipate the need for a family or medical leave of absence must provide Human Resources with at least 30 days' notice if practicable or as early as possible thereafter. Employees requesting leave for treatment of a serious health condition must make reasonable efforts to schedule the treatment so as to not disrupt the College's operations.

Employees who are on leave pursuant to this policy shall be restored to the same position the employee held when leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment. Highly salaried "key" employees may have limited reinstatement rights. Any "key" employees shall be notified of their specific rights and obligations prior to beginning family or medical leave.

An employee using medical leave for personal or family care under this policy must submit a certification by his or her health care provider regarding the need for such leave. Certification forms will be provided by Human Resources. Employees will have 15 days to return the certification forms. The College reserves the right to require second and third opinions at the College's expense relating to an employee's medical certification. Any employee returning to work from a personal medical leave shall be required to submit a fitness-for-duty certification from

their health care provider stating that he or she is able to resume work. The College also reserves the right to require an employee on family or medical leave to report periodically on their status and intent to return to work. While an employee is on leave, they must maintain contact with their supervisor and/or Human Resources.

This policy shall be administered in a manner consistent with the terms of the Family and Medical Leave Act of 1993. The College reserves the right to impose any conditions or limitations upon any leave of absence as may be deemed consistent with the provisions of the Act. Any questions concerning this policy may be directed to Human Resources. This is not a comprehensive discussion on your rights under CFR Title 29, Part 825 (Family & Medical Leave Act).

Bereavement Leave

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

- a. Up to 5 consecutive scheduled workdays for an immediate relative (spouse, parent, parent-in-law, child, sibling)
- b. Up to 5 consecutive scheduled workdays for any other relative who lives in your household
- c. Up to 2 consecutive scheduled workdays for a relative not living in your household
- d. 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.

Jury Duty

If called, 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 her/his normal full salary or wage for the regularly scheduled working days used for jury duty. The employee endorses over to the College the jury service pays 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.

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 her/his 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.

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.

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 bulletin board.

Social Security

All categories of College employees are eligible and are required to participate. A percentage of the employee's wages is paid by the employer and the employee. This rate includes hospital insurance under Medicare. Contributions are deducted from the employee's wages and are sent to the Internal Revenue Service along with the College's matching share. The contributions of the College and the individual are over and above those contributed to TIAA/CREF.

Social Security pays monthly benefits to individuals who retire after reaching full retirement age as determined by the Social Security Administration, and who have worked in covered employment or self-employment for minimum periods of time. Social Security will pay reduced benefits to workers who retire after age 62, but prior to full retirement age. It also provides monthly benefits for the employee's family members. You must apply at the local Social Security Office in order to begin receiving benefits.

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 is a type of no-fault insurance that provides payment to workers who are disabled by occupational injuries or diseases or to dependent survivors in case of death. It also provides immunity for employers from court suits for damages. This particular program provides a tax-free weekly compensation equal to two-thirds an employee's average weekly wage within a set minimum and maximum after an employee has been off work for a set number of days due to the work injury. Payments continue as the disability continues with partial payments in some cases of partial disability. An employee cannot receive sick leave pay and workers' compensation concurrently.

Claims

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. 1109). Except in extreme emergencies, if the injured person reports to a physician not listed on the Panel of Physicians, bills may not be covered by Workers' Compensation. If the medical Panel Physician refers the injured person to another physician, these bills will be covered.

After 90 days, the injured person may go to a licensed practitioner of her/his choice if medical care is still required. Bills will be paid if:

- a. The College or insurance carrier is notified about the new physician within 5 days of the first visit.
- b. The doctor files required reports (first report within 21 days; monthly reports thereafter).

If individuals are taken out of work by their doctor due to a work-related injury, FMLA time may run concurrently with the workers' compensation absence if the injury meets the criteria for a serious health condition as defined by FMLA. While an employee is out on a workers' compensation absence, they will be responsible for submitting payments for all benefit premiums that were previously deducted from their paycheck; the employee will continue to accrue vacation and sick time while off work. The College does have a light duty policy to accommodate employees who are released to return to work on light duty. If an employee leaves employment while out on workers' compensation, the employee will be paid out for any accrued, unused vacation time.

Employees must schedule all follow-up appointments for work-related injuries outside of their scheduled work hours. If the employee chooses to leave work to attend an appointment, they must use personal, sick, or vacation time.

Undergraduate Tuition Benefits

The Human Resources department oversees the Tuition Benefit program. Tuition Remission/Tuition Exchange forms are available through the Human Resources office or on the Human Resources website.

Employees who work at least 1462.5 hours per year are eligible for tuition benefits, as outlined below. 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 benefit. 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.

FACULTY IN FULL-TIME APPOINTMENTS ARE ELIGIBLE FOR TUITION BENEFITS AS OUTLINED BELOW

Tuition Benefits for Dependents

Under the policy stipulated below, dependents of eligible faculty are eligible for tuition assistance for undergraduate education. The following stipulations and limitations apply to both Tuition Remission at Elizabethtown and Tuition Exchange Programs.

Eligibility

Dependents are defined as biological, adopted, or stepchildren who have been dependents of the faculty member 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 of a faculty member's domestic partner (as defined under the College's Domestic Partnership Benefits) can utilize the tuition benefit if the faculty member can show that they meet the dependent support guidelines for a child living in their home. Dependents must be unmarried, under the age of 26, and claimed as a dependent on the faculty member'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 served 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 a faculty member 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.

Tuition Remission at Elizabethtown

Full tuition remission is available to eligible faculty for the undergraduate education of dependents at Elizabethtown College. The tuition remission benefit may only be used for the traditional program (tuition remission for SPCS programs is not available to employees' dependents). 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 (academic and conduct) 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 faculty member is requesting tuition remission.

Tuition Exchange Program

Faculty hired after September 1, 2006 - Upon completion of three years of employment, tuition exchange is available to eligible full-time faculty for the undergraduate education of dependents. A maximum benefit of 16 semesters of tuition exchange is available to each eligible faculty member. The 16 semesters can be used by multiple dependents; however, one dependent may not use more than eight semesters. As an example, one dependent could use eight semesters, another dependent could use four semesters, and a third dependent could use four semesters (for a total of 16 semesters).

Faculty hired prior to September 1, 2006 – Tuition exchange is available to eligible faculty for the undergraduate education of dependents. There is no limit on the number of dependents who can utilize the tuition exchange benefit; each dependent is eligible for a maximum of eight semesters of tuition exchange.

Tuition exchange requests must be sent before the beginning of each year for which the faculty member 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. Faculty should 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 15. TE applications will only be processed for colleges and universities where the student has filed an admissions application. The limit is 6 schools initially.

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.

Limitations on Tuition Benefits for Dependents (Tuition Remission & Exchange)

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 a faculty member 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 a faculty member 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 the 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 or eight semesters, whichever is larger, of combined remission and exchange.

Event of Death or Permanent Injury

The tuition benefit accruing to children of eligible faculty is available as a death benefit if the faculty member 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 faculty member have exhausted their eligibility (please note that the tuition exchange benefit is limited to sixteen semesters for faculty hired after September 1, 2006). If, while fulfilling requirements of their job, a faculty 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 faculty member 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.

Tuition Benefits for Faculty, Spouses and Domestic Partners

Employees are responsible for all tax payments as required under federal, state, and local law.

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.

Tuition Benefits for Spouses and Domestic Partners

Spouses and domestic partners of eligible full-time faculty may utilize the tuition remission benefit for undergraduate education immediately upon hire. Tuition remission will not cover costs associated with faculty member's spouse or domestic partner testing out of a class. Spouses and domestic partners of eligible faculty may not exceed a total of 128 credits. Domestic partners will be asked to sign an affidavit attesting to their relationship.

Graduate Tuition Benefit

Elizabethtown College will provide fifty (50) percent graduate tuition assistance benefits each academic year for full-time eligible faculty to enroll into a graduate degree program with Elizabethtown College. Eligibility and provisions for the program are outlined below.

Eligibility Criteria

- a. Employee (faculty, administrator, or staff) must be a regular full-time faculty member who has attained at least 1 year of employment with the College. Graduate tuition benefits do not apply to a faculty member's spouse, domestic partner, or dependent(s).
- b. Each academic year a Graduate Tuition Remission Eligibility Form for Employees must be initiated and signed by the faculty member and submitted to the office of Human Resources. Human Resources will determine eligibility approval for graduate tuition benefits.
Approved requests will be forwarded to the Business Office, Financial Aid, SCPS, and the employee. Graduate Tuition Remission Eligibility forms are available through the College's Human Resources office and on the Human Resources website.
- c. Eligible faculty member must be accepted into the graduate degree program.
- d. Space limitations on class size and/or program enrollment may exist.

Provisions

- a. Faculty member may not exceed a total of 42 credits towards the completion of a graduate degree program.
- b. The College will provide fifty (50) percent tuition assistance toward graduate tuition.

- c. Graduate tuition assistance applies only for tuition courses offered through Elizabethtown College.
- d. The faculty member will be responsible for the cost of all textbooks, resources, and equipment associated with the course(s).
- e. The faculty member will be responsible for all applicable local, state, and federal taxes associated with the graduate tuition benefits.
- f. The faculty member is subject to all academic rules and regulations, including standards for academic progress, related to the graduate degree program and Elizabethtown College.
- g. The faculty member must maintain a B average throughout the course of the graduate program to remain eligible for graduate tuition benefits. At the conclusion of each course, a grade report must be submitted within thirty (30) days to the Human Resources Office.

Should a faculty member fail a course or not complete a course, the faculty member will be responsible to reimburse the College for costs incurred for the course.

- h. All courses enrolled into by the faculty member will be solely on the employee's own time and not during the employee's regular working hours.
- i. It is understood by the faculty member that attaining a graduate degree through the College's Graduate Tuition Benefit Program does not entitle the employee to any adjustment in pay or benefits.
- j. Faculty must be in good standing with the College and not under probation or disciplinary action.

The Graduate Tuition Benefits Program will be reviewed annually to determine the need for revisions to the program.

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.

Family Recreation

Employees may use their regular ID cards for recreational facilities. Family recreation ID Cards are available through the Athletic Office or on the Human Resource intranet. Family members eligible: (1) spouse; (2) children (unmarried, 13 through 20 years of age, or attending undergraduate school). Children 8-12 years of age may obtain an ID Card for swimming only,

upon completion of a swimming test administered by the Athletic Department. Recreation Guest Cards are available through the Athletic Department for faculty, administration, and staff members only. Such cards are for facility use only. Parents must accompany children 12 years of age and under while they use recreational facilities.

Faculty/Staff Dining Room

Faculty-staff dining room in the Brossman Commons is provided near the Marketplace. For a discounted price, patrons have access to all the offerings of the Marketplace.

Credit Unions

All College employees and family members are eligible to join LANCO Federal Credit Union and/or PSECU. The College allows payroll deductions for making deposits and for repayment of loans to the Credit Union. For more information on LANCO Federal Credit Union or PSECU, contact Human Resources.

Day Care Arrangements for Children

Elizabethtown College has an arrangement with the Masonic Village and Elizabethtown Child Care & Home 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 & Home Center 361-9824
- • Masonic Village Child Care & Home Center 367-1121, extension 33375

Verizon Discount

Elizabethtown College employees receive an 18% employee discount on Verizon wireless services. To register your employee discount visit <http://www.verizonwireless.com/get discount> or stop by any Verizon store with a recent pay summary as proof of eligibility.

PROCEDURES

New Employee Orientation

All employees who are new to the College must attend New Employee Orientation to receive information on the required regulatory training for employees and general information about Elizabethtown College and the campus community.

Employee 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. Discuss the matter with her/his immediate supervisor. The matter may be concluded at this point by common consent. If the employee is not satisfied with a supervisor's action, they may then submit a written appeal to their senior administrative officer and the Associate Vice President for 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. If the employee continues to be dissatisfied, they may submit a written appeal 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.

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:

- a. 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.
- b. To use the athletic facilities including the Body Shop and pool during open hours (Your eligible dependents may get their own passes for athletic facilities. Please visit www.etown.edu/humanresources to get a Recreation ID Request form.)
- c. To get free admission for yourself to eligible regular in-season home athletic events.
- d. To use the library. The library staff will place a bar code on your identification card so it will serve as your library card.

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, prior to your departure, if you are leaving the College's employment.

Payroll Procedure

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 website. Questions concerning payroll should be directed to the Manager of Payroll.

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.

Reimbursement of Expenses

Reasonable expenses, incurred by an employee in the conduct of College business, are reimbursable. A request for reimbursement of expenses should be completed and submitted, with supporting receipts. Department expenses under \$1,000 should be submitted to the department chair. Expenses over \$1,000 require department chair signature, as well as the review/signature of the SVPAA. P-card statements require a direct supervisor signature. PDF requests are submitted to the DAA&FD office.

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.

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.

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 distances calls may be made using a personal assigned pin number. Pin numbers are obtained by contacting the Business Office.

Car Registration

All vehicles that are regularly parked on campus must be registered with Campus Security. Parking permits are issued by this office. Employees may register up to two vehicles; however, only one vehicle may be parked on campus at a time.

Parking

Vehicles are to be parked only in the designated paved parking areas available to employees. Parking is not permitted in specially designated areas, reserved areas, or handicap parking zones. Citations for violations are issued by Campus Security.

Keys

Distribution and duplicating of keys is controlled by Campus Security. All requests for keys must be submitted to Campus Security with the appropriate signatures. Employees leaving employment with Elizabethtown College must surrender their keys and ID card to Campus Security.

Cleary and Campus Security Report

The Elizabethtown College Campus Safety & Security Report is available at <http://www.etown.edu/offices/security/reports.aspx>.

Official Communications Policy

Students, faculty, and staff should expect to receive official Elizabethtown College communications through:

- a. College-issued campus mailbox numbers
- b. College-issued telephone numbers (i.e., Jaynet extension)
- c. College-issued email addresses

Members of the campus community should check these modes of communication frequently for important information from the institution. On some occasions, communications may also be sent via U.S. mail service to a permanent home address or a home telephone number via the information individuals provide annually to the College.

Emergency Communication

In the event of a life-threatening or potentially catastrophic situation, the College's Emergency Management Group (EMG) will distribute time-sensitive emergency notices through EC Alert via:

- a. Calls to employees' cellular and office phone numbers
- b. Text messages to cell phones, PDAs, and other text-based devices
- c. Email messages to employee' College email account; and messages to TTY/TDD receiving devices for the hearing impaired
- d. The College's EMG will post a message on the College's Emergency EC Tipline and on the College's Emergency Action Plan website

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, classes may be canceled or postponed if a faculty member is unable to get to the campuses safely. Faculty members are requested to notify their departments, the SVPAA'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 Vice President for Finance and Strategy 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:

- a. 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
- b. 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 Vice President for Finance and Strategy will notify the Director of Communications, who will notify the campus community and local media. Decisions whether evening classes meet are made by the SVPAA and Dean of the School for Continuing and Professional Studies in consideration of severity of conditions with each storm.

In cases where special on-campus events are expecting off-campus guests, announcements about any changes in the scheduling of these events will be made through the media by the Director of Communications, who will also notify the Campus Switchboard. 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 EC Tipline (717-361-1988). While announcements via local radio and television stations also may be made, members of the campus community are encouraged to first check their College email box, the website and the EC Tipline.

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 Vice President for Finance and Strategy. In such event, voice mail and email will be used to contact offices and departments.

Emergency Action Plan

All Elizabethtown employees are responsible for supporting the College's [Emergency Action Plan](#). Therefore, every employee should have an understanding of the contents of the plan and should be alert and responsive to campus emergency notifications. The [Emergency Action Plan](#) can be found at on the College's website at [Emergency Action Plan](#).

During an emergency, Elizabethtown College's response is managed by the Emergency Management Group (EMG), which is under the direction of the Vice President for Finance and Strategy. In the event of an emergency, the EMG will distribute notifications to the campus community, providing background about the emergency and/or instructions about actions that community members should take to protect themselves and others.

Typically, security and safety notices will be distributed to the campus through a campus-wide e-mail notification, a voicemail message to on-campus telephone mailboxes, and/or a posting on the College's website. Employees should heed advice provided through these alerts.

In the event of a life-threatening or potentially catastrophic situation, the College's EMG will distribute time-sensitive emergency notices through EC Alert via:

- a. Calls to employees' cellular and office phone numbers
- b. Text messages to cell phones, PDAs, and other text-based devices
- c. E-mail messages to employees' College e-mail account; and Messages to TTY/TDD receiving devices for the hearing impaired
- d. The College's EMG also will post a message on the College Emergency Hotline and on the College's Emergency Action Plan website.

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 his or her 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 his or her 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 his or her 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: EC TIPLINE REPORTING PROCEDURES (855) 696-1899

Purpose

The purpose of the EC Tipline is to provide a confidential way, outside of normal reporting procedures, for

students and employees to report suspected violations of college policy and illegal activities.

The following is a list of examples of actions and violations that may be reported through the EC Tipline:

- a. Fraud
- b. Theft of cash or college property
- c. Willful damage, abuse, or destruction of College property or systems
- d. Verbal or physical harassment or intimidation of a co-worker, student, supervisor, or other member of the College community, including violation of the College's Discrimination, Sexual Harassment, or Bullying Policy Bias-related incidents
- e. Violation of the College's Standards of Conduct and other college policies
- f. Various college policies and procedures such as Standards of Conduct, Whistleblower Policy
- g. Drug-free Workplace, etc.
- h. Violation of local, state, or federal laws and regulations
- i. Any act which may endanger the safety of others
- j. Any act that may cause harm or danger to a minor on campus
- k. Inappropriate authorization, allocation, or spending of college funds
- l. Falsification of payroll, accounting, or financial records, including accounting omissions
- m. Falsification of college documents or files
- n. Improper misrepresentation of oneself
- o. Misappropriation of grant or gift funds
- p. Violation of NCAA guidelines
- q. Computer security violations or unauthorized access

Supervision of EC Tipline

To ensure anonymity, the College has contracted with The Network, an outside service provider, to manage its compliance EC Tipline. Upon receipt of a call, The Network forwards the information to the respective college staff members who will determine an appropriate response.

Confidentiality

Students and employees who contact the EC Tipline may remain anonymous. College staff members have

a responsibility to ensure the security and confidentiality of the supporting documentation received from the EC Tipline. If a student or employee requests anonymity, no attempt will be

made to identify the individual reporting the concern. Information provided by the student or employee will be treated as confidential and privileged to the extent permitted by applicable law. Please note: In some cases, depending on the allegation, maintaining strict anonymity may make an arrest, charging, and/or prosecution of the individual(s) of concern not possible.

Non-retaliation

Students and employees who submit information to the EC Tipline will not be retaliated against.

General Complaints

The EC Tipline is not a general complaint EC Tipline. Only matters involving suspected illegal activities or violation of college policies or procedures, or federal, state, local law, or regulation, will be investigated.

How the EC Tipline Works: Reporting

The EC Tipline is a safe and secure process for students and employees to report suspected instances of illegal, noncompliant, or improper conduct. Information regarding a suspected concern of illegal, noncompliant, or improper conduct may be submitted either by calling the EC Tipline Number (855) 696- 1899, via website www.reportlineweb.com/etown, or by sending a letter specifically addressed to The Network, Inc., c/o Elizabethtown College, 333 Research Court, Norcross, Georgia USA 30092. All calls, website submittals, and letters may be submitted anonymously. At no time will the College or The Network agency try to determine who submitted information through the EC Tipline.

When a caller calls into the EC Tipline number or via the website, the receiver of the call (a Network Representative) or the website program will walk the submitter through a step-by-step process to retrieve the necessary information from the submitter. The submitter will receive a code number that can be used when calling back or accessing the website to inquire as to the status of the information reported or resolution to the matter of concern.

Students and employees are warned of making knowingly false or misleading reports through the EC Tipline. Should it become known or reported to the College that a student or employee has been found to make knowingly false or misleading reports, they will be subject to disciplinary action including possible termination of employment for employees.

Students and employees may also go through the regular reporting channels using the policies and procedures outlined in the Student Handbook, Faculty Handbook, and Employee Handbook to report a concern.

Information received through the EC Tipline will be channeled by The Network to the appropriate college staff members, outlined below. Once a concern has been reviewed and found to merit investigation, the procedures in the Student Handbook, Faculty Handbook, or the Employee Handbook will be followed as with any other investigation arising from information submitted in a manner other than through the EC Tipline.

The College will typically notify an employee regarding a complaint and investigation; however, there may be incidents when the College will delay notification in order to protect data, electronic files, or college property or when the investigation could be jeopardized in other ways.

Dissemination of Information Received through the EC Tipline

Information received through the EC Tipline will be reviewed by no less than three college staff members. (Anonymous letters and any other information received outside the normal reporting procedures will be managed in the same way as information received through the EC Tipline.)

Under normal circumstances, the SVPAA and the Director for Human Resources will review the information from the EC Tipline. The Vice President for Finance and Strategy will assist with personnel and facilities issues, the Vice President for Finance will assist with matters involving financial matters, and the Dean of Students will assist with matters involving students. (The President would determine alternates as necessary.)

If the information received deals directly with Human Resources, the SVPAA, the Vice President for Finance and Strategy will receive the information.

If the information received deals directly with any member of Senior Management Team, the President will receive the information and will review it with the Director for Human Resources and one other member of Senior Management Team, to be determined by the President.

If the President is the subject of information submitted to the EC Tipline, the Chair of the Board of Trustees will receive the information as well as the SVPAA and Director for Human Resources, and the appropriate Vice President, depending on the issue.

The Director for Human Resources and Vice Presidents/Dean of Students will be informed as to whether the information submitted to the EC Tipline was submitted anonymously, with the name of the submitter, or with the name withheld at the submitter's request.

The Vice Presidents/Dean of Students and Director for Human Resources will determine the appropriate process by which to address the concern.

If it is determined that an investigation is appropriate, the Director for Human Resources (or staff under the AVP direction) will conduct a thorough and impartial investigation and report the results to the appropriate Vice Presidents/Dean of Students addressing the matter. The investigation results will be shared with the appropriate Senior Management Team member for action provided the concern does not involve the Sr. Staff member. If the concern involves another Senior Management Team member, the matter will be referred to the President for action.

The Human Resources staff member investigating a concern will make every attempt to protect the source of the information as coming from the EC Tipline.

If the concern submitted to the EC Tipline involves Human Resources, the President will determine the appropriate Senior Management Team member to investigate.

In the case of sensitive issues, questions about the process of the investigation may be referred to the President and/or the Chair of the Board as necessary.

Resolution

All EC Tipline concerns submitted will be resolved as quickly as possible. Employees who contact the EC Tipline may use the code given to them through the process to follow up after two weeks regarding any actions taken on the submittal of the information. The Human Resources staff member investigating the concern may also utilize the EC Tipline as a mechanism to communicate additional questions through the system to the anonymous individual who reported the concern. In all cases, every effort will be made to ensure resolution to each concern submitted through the EC Tipline.

HUMAN RESOURCE POLICIES

Employee Status

Introductory Period: Your employment status is determined by the number of hours you are scheduled to work and the duration of your position. The principal categories are:

All newly hired staff and administrative employees will undergo an introductory period. Introductory employees are those whose performance is being evaluated to determine whether further employment in a specific position or with Elizabethtown College is appropriate. Based on an individual's full-time or part-time benefit eligibility, individuals in the introductory period will be eligible for benefits but will not be considered for regular employment until successful completion of the introductory period. Individuals will not receive an annual increase until after completing their introductory period. At all times, before and after the introductory period, employees remain at-will (see Disciplinary Action and Termination Policy).

The introductory period for all new staff and administrative employees will be six months. A three-month introductory period will apply for all employees transferring to another position within the College. Employees must complete their introductory period before they can apply for another job on campus unless they are transferring within their current department.

An employee placed in a regular full-time position, working 9 - 12 months, who is assigned at least 37.5 hours per week during a calendar or academic year will be eligible for benefits relative to his/her hourly or salary status and subject to plan documents.

An employee placed in a regular part-time position, working less than 37.5 hours per week during a calendar year will be eligible for most benefits relative to his/her hourly or salary status and subject to plan documents. An employee working less than 20 hours a week year-round (or less than the equivalent of 1040 hours a year) will not be eligible for benefits.

An employee placed in a temporary or on-call position to temporarily replace a full-time or part-time employee will not be eligible for benefits. However, full-time, temporary employees hired on a one-year basis or longer are eligible for medical insurance, dental insurance, vision discount plan, vacation, and sick time (which will not accrue beyond one-year allotments), and holiday pay.

Standards of Conduct Policy

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.

While the final decision concerning an individual's personal conduct is made by the individual, 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, or personal conduct that negatively affects the work environment, serious violations of any College policy or procedure, are grounds for 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 include, but are not limited to, the following:

1. Threatening or committing acts of violence or intimidation.
2. Concealing, falsifying, altering, misusing, or removing records, including electronic records.
3. Theft of property.
4. Willful damage, abuse, or destruction of College property or the property of others.
5. 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.
6. 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.

Individuals wishing to report violations or suspected violations may do so in writing by sending a sealed envelope marked "Open By Addressee Only" to the Director of Human Resources. 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.

The Director of Human Resources will inform and consult with the President and/or Sr. Vice President for Academic Affairs as necessary concerning the reported violation or suspected violation so that an internal investigation can be conducted.

Revisions (Adopted, Revised, Amended)

Adopted: January 2021

Revised: May 2021 Revised significantly, added new job descriptions, employment and college governance policies

Amended: September 2021