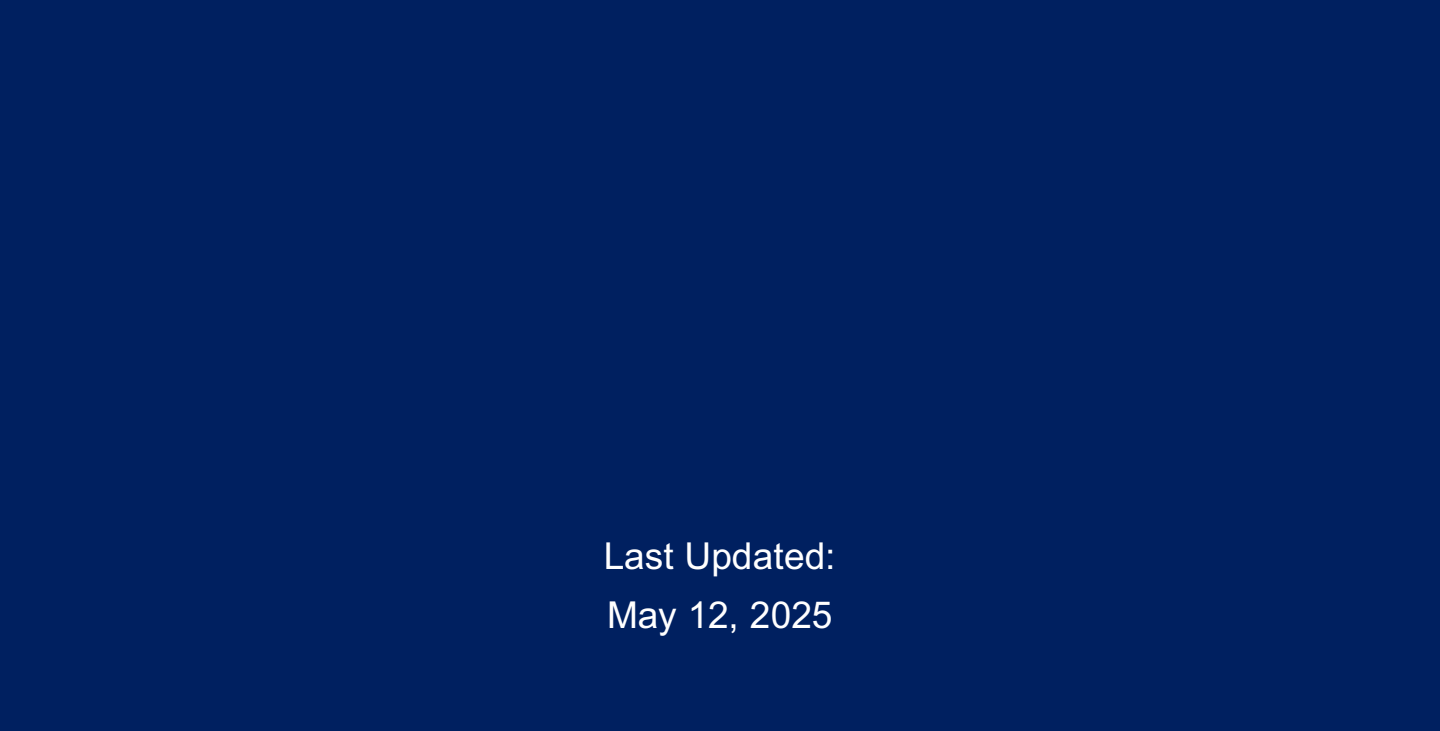




MORAVIAN UNIVERSITY

FACULTY HANDBOOK



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Approved by the Joint Board of Trustees on August 12, 2022.

PREFACE

The Moravians who founded Moravian University boldly challenged the status quo with a vision of a more humane world rooted in traditional virtues and personal reflection. Moravian University grew out of several Moravian schools that were innovative in their teaching methods and revolutionary in their inclusion of women, the underprivileged, first-generation students, and non-Europeans. Moravian education has always promoted the well-being of students, sought to build healthy local communities, and dared to cross geographical and cultural boundaries. Nurtured by the local community, Moravians have encouraged a global perspective that cherishes mutual respect. Drawing strength from the balance of opposites, Moravian University has also been stimulated by the synergy of contrasting ideas to pursue fresh endeavors rooted in a traditional liberal arts core.

Moravian University is the sixth oldest University in the United States and has been educating the next generation since 1742. As John Amos Comenius stated, “Education should concern itself with that which concerns society” and that everyone should be educated.

The Faculty Handbook is an evergreen document. The Handbook may be updated at any time for typos, errors, and title/position requests. For significant changes in content or substance, the Committee on Committees & the Handbook reviews the proposed changes and then sends them to the faculty for a vote. Changes to policies that relate to faculty employment, rights, and responsibilities will be sent to the Board of Trustees for final approval as directed by the Provost and the President.

Moravian University Mission Statement and Vision

Mission

Moravian University’s liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.

Vision

A Moravian education is one of action and doing. It is hands-on, where students learn through experiential means in order to be producers of new knowledge. Moravian students work together practicing leadership, teamwork, community support, and reflection in order to significantly contribute to a more equitable and just future society.

Moravian Theological Seminary Mission Statement

Moravian Theological Seminary offers graduate and continuing education programs that equip persons with the knowledge, skills, and being to engage in vocations in ministry, chaplaincy, counseling, spiritual direction and other settings. Rooted in the Moravian heritage of ecumenism and service, we welcome students preparing to serve in diverse socioeconomic, intercultural, and interfaith contexts.

Lancaster Theological Seminary Mission Statement

Our mission is to educate and nurture leaders to join in God’s redemptive and liberating work so that all creation may flourish.

1 Institutional Organization

1.1 Plan of Organization and Administration

See the Moravian University Employee Handbook for complete information on the administrative and corporate structure of the University and the Seminaries.

1.2 Academic Organization of the Institution

1.2.1 Faculty Membership

The faculty of Moravian University, Moravian Theological Seminary, and Lancaster Theological Seminary consists of “teaching faculty” and “administrative faculty.” The “teaching faculty” are the following positions:

- All members of the full-time teaching faculty
- President
- Provost
- Assistant/Associate/Vice Provost
- Academic Affairs Assistant/Associate/Deans
- Vice President and Dean of Moravian Theological Seminary and Lancaster Theological Seminary
- Director of Reeves Library

“Administrative faculty” are a limited number of administrators, appointed by the President, who bear a direct relationship to the teaching and learning process. This designation is an acknowledgment that significant teaching and learning occurs outside the classroom.

As of September 2023, the “administrative faculty” are the following positions:

- Vice President for Finance and Administration
- Vice President for Development and Alumni Engagement
- Vice President for Enrollment and Marketing

- Executive Vice President for University Life & Dean of Students
- Executive Director of Career Development and Civic Engagement
- Director of Counseling
- Director of Athletics & Recreation
- Director of Financial Aid
- Director of Supervised Ministry / Field Education
- Director of Spirituality Programs
- All other librarians
- Registrar
- University Chaplain
- Director of Disability & Accommodation Services
- Executive Director of Veteran & Military Services

1.2.2 Faculty Organization

Faculty members are normally appointed to a department or program within a College/School or to one of the Seminaries. Faculty may also be appointed jointly to more than one department or program.

1.2.3 Faculty Vote

The members of the University faculty, both teaching and administrative, including the Seminary faculties, have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. Only the members of the “teaching faculty” vote on matters relating strictly to their professional responsibilities and interests (e.g., pedagogical issues, composition of faculty committees, tenure/promotion policies). The President and the Provost determine which issues are academic community-wide and which issues are pertinent only to the teaching faculty. The Bylaws of the Board of Trustees outline their responsibilities regarding certain academic matters, including, but not limited to, faculty compensation, tenure and promotion, and faculty lines in accordance with AAUP, AGB, and MSCHE guidelines and expectations, as well as Pennsylvania Law. If a decision from the faculty must subsequently be reviewed or voted on by the board of trustees, then a faculty vote is a recommendation to the board, which has ultimate responsibility and authority on the matter for the institution. Faculty input in strategic decisions and planning is important, as is

communication by the Board regarding decisions related to faculty matters.

Colleges, Schools, or Seminaries may meet separately and determine their voting processes in those specific contexts. Specific Deans, in consultation with Chairs, determine which issues pertinent to faculty and staff or only to faculty, and set the agendas for regular meetings.

Official University faculty action requires a quorum, which is defined as more than fifty percent of those eligible to vote on the matter at hand. Typically, faculty on sabbatical are not included in the calculation of a quorum and are not required to participate in faculty meetings.

Unless otherwise specified, action is taken by a simple majority of those voting. Voting may be by electronic vote, voice vote, show of hands, or paper ballot (absentee votes can be cast through emails to the Provost), at the discretion of the Provost, or when requested by a member of the faculty with sufficient cause.

1.2.4 Faculty Meetings within the University

Moravian University faculty meetings are called by the President and/or the Provost. The Provost sets the dates and agendas for regular faculty meetings. Items for inclusion on the agenda may be submitted by individual faculty members, administrative staff, and committee chairs. Meetings by Schools/Colleges/Seminaries are addressed above in 1.2.3.

1.2.5 Department Chairs

Department Chairs are appointed by the appropriate Dean in consultation with members of the department, normally for a three (3) year term, which can be renewed. Department Chairs are typically tenured faculty members. All appointments are approved by the Provost.

Department Chairs and program directors play an active role in the administrative work that is related to the implementation of educational policy. This includes preparing of proposed department course offerings; developing of department budgets and library acquisition requests; managing the department budget; preparing the departmental reports; biennial updating or revising of materials for the Moravian University catalog; attending regularly scheduled department Chairs' meetings; reevaluating departmental offerings and instituting the necessary changes through the proper channels; establishing departmental learning outcomes goals and assessing the success of the department in achieving these goals; initiating the search and arranging interview schedules for candidates for positions in the department, including adjunct positions; orienting new department members, including adjuncts; maintaining professional contacts for a supply of candidates; reviewing the performance of all part-time and full-time faculty members in the department according to the procedures outlined in this handbook, leading program reviews as required by Middle States; and making recommendations, where necessary; oversee and evaluate departmental support staff according to procedures outlined by the Office of Human Resources; and assigning or advising student majors and providing assistance with career planning, placement, and graduate study.

Department Chairs also ensure that the department is represented appropriately at University events, such as admissions events, first-year registration, Matriculation Ceremony, Baccalaureate, and Commencement.

If compensation is provided to a Chair, the fulfillment of expectations of service to the university and their department includes but is not solely limited to their duties as chair.

1.3 Task Forces

Task forces are established at the discretion of the President, the Provost, any of the Vice Presidents, or the academic Deans, in order to study and recommend action on specific problems or issues of concern to the University community. Chairs are typically appointed by the convener of the task force, but members may be elected or appointed by the full faculty, the Provost, the President, or a committee, as appropriate. Task forces disband upon the completion of their assigned tasks.

2 Faculty Appointment and Evaluation

2.1 Overview

Any University faculty appointments over one year (regardless of rank or type) are typically reviewed by the Academic Planning and Program Committee (APPC) for recommendation to the Provost. Faculty may submit a request for an emergency or off-cycle faculty line request to APPC via the Provost. After review of the APPC's recommendations, the Provost retains the right to make decisions that are not in agreement with the APPC's recommendations.

Faculty appointments to Moravian University and all matters pertaining to personnel policies for Moravian University are subject to the approval of the Board of Trustees. Moravian Theological Seminary faculty appointments and all matters pertaining to personnel policies are subject to the approval of the Moravian Theological Seminary Board of Trustees upon the recommendation of the President after consultation with the Vice President and Dean of the Seminaries.

Faculty moving into administrative roles will continue to be evaluated by the relevant faculty committees for their teaching and scholarship; their administrative work to be evaluated by their supervisor.

2.2 Faculty Appointments

Faculty may be hired as tenured, tenure eligible, or non tenure eligible:

- a. Tenure eligible: The tenure eligible positions include Assistant Professor, Associate Professor, and Professor. Tenure eligible faculty shall have a maximum probationary period no longer than seven (7) years, with appropriate permission, in full-time service at tenure eligible rank, except in cases of waiver by the President or the Provost for an individual faculty member.

- b. Tenure-track probationary: Tenure-track probationary contracts shall be those offered for one-year appointments during the probationary period leading toward tenure. Such contracts may be renewed year by year throughout the probationary period.
- c. Tenure (continuous): Tenure is the employment agreement between the employee and the University.
- d. Non tenure eligible: The non-tenure eligible positions include instructor (excluding those who have not completed their dissertation (“ABD”) and hired for tenure-track lines), lecturer, clinical professors, professors of practice, research faculty, visiting faculty, part-time faculty, adjunct faculty, and visiting scholars. Non-tenure eligible faculty shall have no expectation of continued employment beyond the end of the current appointment period.
 - Full time: Single year or multi-year contracts (up to 5 years) and promotable, but without the possibility of tenure.
 - Part time: The conditions of the appointment, including the length of time of employment, will be explicitly stated.

2.2.1 Qualifications for Tenured and Probationary Tenure-Track Appointments The minimum qualifications for appointment to tenured and probationary tenure-track positions at the various faculty ranks are based on the candidate’s level of education, the number of years of experience, and the evidence of and prospect for excellence in teaching, scholarship, and service to the University.

- For the rank of Assistant Professor: an earned doctoral degree or other appropriate terminal degree, in accordance with disciplinary norms and/or accreditation requirements, and evidence of and/or the promise of excellence in teaching, scholarship, and service to the University.
- For the rank of Associate Professor: an earned doctoral degree or other appropriate terminal degree, in accordance with disciplinary norms and/or accreditation requirements, and six (6) or more years of demonstrated excellence in teaching at the Assistant Professor rank, scholarship and/or creative endeavors commensurate with the expectations of the individual’s academic unit and the discipline, a record that shows a pattern of sustained service to the profession and the university community, the potential to assume a leadership role within the faculty as one moves toward the rank of Professor, a record of being collegial in our shared community, and the promise for future, high quality contributions in all areas of teaching, scholarship, service, and collegiality.
- For the rank of Professor: an earned doctoral degree or other appropriate terminal degree, in accordance with disciplinary norms and/or accreditation requirements, and eight (8) or more years at the rank of Associate Professor with evidence of sustained excellence and leadership in teaching and scholarship commensurate with the expectations of the individual’s academic unit and the discipline, a record that shows a mix of sustained service to the profession and to the University community, as well as evidence of leadership within the faculty

member's department (e.g., demonstrated ability to assume leadership roles within the department, college, and/or the University at large, and to mentor junior faculty), a record of being collegial in our shared community, and the promise for future, high quality contributions in teaching, scholarship, service, and collegiality.

Additionally, for faculty seeking appointment to the Seminaries, pastoral and other related professional experience is given strong consideration along with academic achievement.

2.2.1.1 Credit Toward Tenure and Promotion to Associate Professor

Faculty members may earn one year of credit toward tenure and promotion to Associate Professor for every two years of teaching experience at another college or university. Normally, a maximum of two years credit may be earned. The Provost and the appropriate Dean, in consultation with the Tenure, Promotion, and Review Committee, determines how many years of credit are appropriate. In certain circumstances, faculty may also be considered for tenure at the time of hiring.

2.2.1.2 Credit Toward Promotion to Professor

The Provost in consultation with the appropriate Dean works with a faculty member hired at the rank of Associate Professor to determine whether credit toward promotion to Professor is appropriate and, if so, how much should be awarded. In certain circumstances, faculty may also be considered for tenure at the time of hiring.

2.2.2 Qualifications for the Initial Appointment to the Rank of Instructor for Tenure-Track Probationary Positions

- Master's degree or its equivalent and the prospect of excellence in teaching, scholarship, and service.
- Requisite degree completion within two years. After two years, the Instructor may be released, and, with permission of the Provost, the department may launch a new search for the position.
- Initial appointment should also include conditions for changing initial contract to a tenure-track probationary contract once the doctoral degree (or equivalent) is awarded within the specified time frame.

2.2.3 Qualifications for the Initial Appointment of Clinical Professors and Professors

of Practice

- A full-time, non-tenure-track/non-tenurable academic appointment made to a member of a profession who is associated with and engages in practical instruction of students. These faculty are typically hired on multi-year contracts.
- Clinical Professors are typically hired at the rank of Assistant Clinical Professor and may apply for promotion to Associate Clinical Professor and Clinical Professor as outlined in Section 2.13.
- Depending on the norms of the discipline and accreditation requirements, the doctorate is preferred, but not required; a master's degree is required at a minimum.
- Clinical Professors, in particular, are typically required to have a minimum of a masters degree at the entry level and a terminal degree at the associate level or above.
- Professors of Practice and Clinical Professors must provide clear evidence of success in teaching, in service, and in their professional content areas.
- If applicable to the discipline, completion and maintenance of discipline-specific certification and/or licensure within the Commonwealth of Pennsylvania, or applicable other states, is required.
- Professors of Practice/Clinical Professors have voting rights and can serve on college/university committees and/or serve as faculty advisors, at the discretion of the program director/department chair.

2.2.4 Qualifications for the Initial Appointment of Other Non Tenure Eligible Faculty (e.g. lecturer, visiting faculty, part-time faculty)

- Lecturer ranks require an earned master's degree in the appropriate discipline.
- Persons considered for visiting faculty ranks shall hold the qualifications for those ranks as specified by the academic unit.
- Part-time faculty shall hold the qualifications as specified by the academic unit.

2.2.5 Adjunct Faculty and Artist-Lecturer Faculty Appointments at Moravian University

The School/Seminary Dean appoints adjunct faculty and artist-lecturers on the recommendation of the department or program Chair (see Appendix A for more information on adjunct faculty and artist-lecturers).

2.2.6 Honorary Appointments

Moravian University offers several honorary appointments.

2.2.6.1 University Professors

The University Professor is a professor tenured at Moravian University, of proven merit, who is granted a 3-year honorary title, to include a fully paid, one-semester sabbatical, during which time they pursue research and offer specialized programming for the University. The University Professor is available as a resource to all parts of campus. They are not required to attend department meetings or serve on standing committees, but may be asked to serve on task forces and *ad hoc* committees that could benefit from their expertise and would attend full faculty meetings. Typically, the University Professor teaches three courses a year (except during the negotiated sabbatical year, in which the annual teaching load is 1.5 units), to include an advanced seminar for undergraduates and/or graduate students, and supervises both undergraduate- and graduate-level student research. They also give public lectures and serve as an institutional resource. The University Professor is provided with appropriate space, such as a private space in Reeves Library or other appropriate space for scholarship or creative activities.

Nominations are submitted to the Tenure, Promotion, and Review Committee, who makes a recommendation to the Provost. The Provost then makes a recommendation to the President.

Criteria for consideration include demonstrated excellence in teaching, scholarship and service, the potential for even greater scholarly output, an international reputation, and the ability to complete University-level projects. Typically, there will be no more than two University Professors at any given time and they should not represent the same or similar academic units. As with any position, these positions are subject to budgetary considerations.

2.2.6.2 Professors-at-Large

The Professors-at-Large Program has the purpose of recognizing and promoting interdisciplinary teaching and scholarship among faculty members. The appointment as a Professor at-Large will place a faculty member in a School, College, or Seminaries, depending on the said faculty member's primary teaching and scholarly contributions; however, there will be no departmental or programmatic affiliation. Such faculty members are full-fledged voting members of the faculty. These are individuals who have achieved distinction in the humanities, the natural or social sciences, or the learned professions, or have achieved such distinction and have demonstrated broad intellectual interests through their activity in such fields as public affairs, literature, cultural studies, or the creative arts.

Professors-at-Large negotiate their workload with the appropriate Dean and Provost to allow them to focus more deeply in their interdisciplinary teaching and/or scholarship.

Expectations for excellence in all categories of evaluation remain in place; Professors-at-Large are expected to maintain the highest teaching and scholarly standards. All Professors-at-Large are subject to annual review, and follow normal TPRC periodic review procedures. Professors-at-Large are evaluated by a review committee of three full-time faculty, to be recommended by the appropriate Dean and approved by the Provost. The Professors-at-Large may request the replacement of not more than one of the three reviewers.

Professors-at-Large may be tenured faculty or full-time Professors of Practice or Clinical Professors. Professors-at-Large remain eligible for promotion.

There may be no more than two Professors-at-Large at any given time, and each term will last up to three years. Individuals may apply for the designation an unlimited number of times. As with any position, these positions are subject to budgetary considerations.

Nominations for Professors-at-Large are submitted to the Tenure, Promotion, and Review Committee, who makes a recommendation to the Provost. The Provost then makes a recommendation to the President.

2.2.6.3 Endowed Chair Positions

The Cohen Chair in English and Literature (University). This 5-year rotating position is open to tenured faculty members in the following departments: English, Modern Languages and Literature. The Cohen Chair in English and Literature receives funding of \$1,000 per year, if available. Applications are reviewed by the TPRC and evaluated on the same basis as for tenure and promotion (teaching, scholarship, service, collegiality). Applicants are asked to submit a current curriculum vitae and a statement of interest that presents justification for their application.

The Hurd Chair in Art and Music (University). This 5-year rotating position is open to tenured faculty members in the following departments: Art and Music. The Hurd Chair in Art and Music receives funding of \$1,000 per year, if available. Applications are reviewed by the TPRC and evaluated on the same basis as for tenure and promotion (teaching, scholarship, service, collegiality). Applicants are asked to submit a current curriculum vitae and a statement of interest that presents justification for their application.

The Hurd Chair in Arts and Humanities (University). This 5-year rotating position is open to tenured faculty members in the following departments: Art, Music, English, History, Modern Languages and Literature, Philosophy, Global Religions. The Hurd Chair in Arts and Humanities receives funding of \$1,000 per year, if available. Applications are reviewed by the TPRC and evaluated on the same basis as for tenure and promotion (teaching, scholarship, service,

collegiality). Applicants are asked to submit a current curriculum vitae and a statement of interest that presents justification for their application.

The Louise E. Juley Chair in Science (University). This 5-year rotating position is open to tenured faculty members in the following departments: Biological Sciences, Chemistry, Physics, Mathematics and Computer Science departments. The Louise E. Juley Chair in Science receives funding of \$1,000 per year, if available. Applications are reviewed by the TPRC and evaluated on the same basis as for tenure and promotion (teaching, scholarship, service, collegiality). Applicants are asked to submit a current curriculum vitae and a statement of interest that presents justification for their application.

Edward Rondthaler Chair of Practical Theology (Seminary). Please contact the Vice President and Dean of the Seminaries or the Development Office for additional information.

John Taylor Hamilton Chair of Doctrinal Theology (Seminary). Please contact the Vice President and Dean of the Seminaries or the Development Office for additional information.

2.2.6.4 Emeritus Appointments for Retiring Faculty

The appointment to Emeritus status is an honor given to select retiring faculty who have demonstrated long-term distinguished contributions to the University. The normal minimum requirements for appointment to Emeritus status shall be: attainment of the rank of Associate Professor or higher, and significant and valued contributions to the University.

A nomination letter and current CV are submitted to the Provost by a member of the full-time faculty. Nomination letters are first reviewed by the Tenure, Promotion, and Review Committee.

The recommendations from the Tenure, Promotion, and Review Committee are submitted to the Provost. The Provost reviews the nomination letters and the TPRC recommendations, provides their recommendations, and forwards the recommendations to the President. The President submits a recommendation to the appropriate Board of Trustees. Only the Board has the authority to bestow the Emeritus title upon the recommendation of the President.

2.2.6.4 Recognition and Privileges

Emerit faculty and administrators shall be accorded the following privileges:

- Awarding of emerita/emergitus/emergit status at the time of retirement;

- Issuing a permanent ID card indicating status as an emerita/emeritus member;
- Possession of a free campus parking permit;
- Same library borrowing privileges as regular employees;
- Access to campus recreational and social facilities;
- Complimentary or reduced-priced admission to cultural and athletic events, at the discretion of the sponsoring group – the employee discount if there is one;
- Authority to use emerita/emeritus designation on business cards;
- Authority to use university affiliation and emerita/emeritus identification on scholarly books, journal articles, conference papers, and the like;
- Invited participation in selected department, school, college, and University functions;
- Invited to serve in a consultative capacity to the department, school, college, or University;
- Attendance at public university functions and celebrations affirming the academic mission of the university such as commencement;
- Receive University mailings and maintain a university-provided email account. *Please note that the email may differ from the email used while serving as an active employee, and access to other online resources may be limited or restricted for retirees, including those with emeritus status.*

2.2.6.5 Emeritus status and teaching

At the sole discretion of, and according to the needs of the University, Emeritus Faculty members may be allowed to teach on a per-course basis. Such courses will be paid at the prevailing adjunct faculty/overload rate, matching the rank of the faculty member at the time of their retirement. (Associate professors = rank 4; full professors = rank 5). Emeritus Faculty who return to teach may concurrently hold their Emeritus Faculty title. As a non-tenure track, at-will part-time faculty, the Emeritus Faculty will be subject to the same appointment and evaluation policies as all instructors who teach part-time and will be subject to all institutional employment policies.

2.2.6.6 Revocation of Emeritus Status:

Emeritus status may be revoked by the Board of Trustees, at their discretion, if they determine that the Emeritus Faculty member (1) has misused their privileges, (2) failed to comply with applicable institutional policies, or (3) that it is in the best interests of the University to revoke the Emeritus Status. The President will consult with the Tenure and Promotion Committee and inform the Faculty Advocacy Committee before taking the recommendation to revoke Emeritus Status to the Board of Trustees.

2.3 Faculty Searches for Full-Time Faculty (Instructor Rank or higher with continuing appointments)

2.3.1 Position Authorization for Faculty Searches

It is ultimately the responsibility of the President (or designee), in consultation with the Provost (or designee), to assess the recommendations from APPC and to authorize searches for full-time (tenure-track or non-tenure track) faculty members who will carry the rank of Instructor or higher in a specific discipline. The Provost will typically consult with the appropriate Dean and, in the cases of new budget lines or when using business plans, with the Planning and Budget Committee, and the Academic Planning and Program Committee as appropriate (see section 2.1 above).

2.3.2 Faculty Search Procedures

2.3.2.1 Search Committee Composition

- Generally, the appropriate Dean will appoint the Chair of the search committee and approve the committee. The search committee is typically made up of at least four full-time faculty, at least one of whom is tenured from the appropriate academic unit, plus one full-time faculty member from an outside department/academic area within the University. One of the four committee members must be trained in equity and inclusion hiring practices. Academic hiring best practices forms and materials will be made available to all members of the committee.
- In the case of a cross-disciplinary hire, the appropriate Dean consults with the appropriate units to determine the make-up and Chair of the search committee.
- All members of the search committee will maintain appropriate confidentiality with regard to the activities of the search committee as directed by the Chair of the search committee.

2.3.2.2 Advertising

- The search committee makes every effort to ensure that the candidate pool is appropriately diverse. Toward this end, the Chair of the search committee consults with the Office of Diversity, Equity, and Inclusion, and the Office of Human Resources.
- The appropriate Dean, in conjunction with the search committee, works with the Provost (or designee), the Office of Human Resources, and the Vice President and Dean for Equity and Inclusion on the drafting and dissemination of the advertisement.
- The scope of the search is typically national.

2.3.2.3 Interviewing Candidates/Selection of Candidates

- The search committee, in conjunction with the appropriate Dean, initiates meetings to identify a short list of candidates and to decide if an initial stage of phone/Zoom interviews by committee members is appropriate to help identify the candidates who will be invited for on-campus interviews. If so, members of the committee move forward with phone/virtual interviews and send summaries to all members of the search committee and to the appropriate Dean.
- The search committee submits a short list of candidates to the appropriate Dean and/or Provost.
- The Provost and/or appropriate Dean in conjunction with the Chair of the search committee, determine which candidates to bring to campus.
- The Chair of the search committee arranges the on-campus interviews.
- During an on-campus interview, each candidate is expected to meet with: the unit faculty, students, relevant staff, select members of the administration including, the Director of Human Resources, the appropriate Dean, the Provost, the Vice President and Dean of Equity and Inclusion, and other members of the campus community, as appropriate.
- Candidates are expected to give a public presentation open to all interested faculty, staff, and students.
- All individuals who participate in the interviewing of the candidate are expected to submit feedback to the Chair of the search committee.

2.3.2.4 Offer of Appointment

- As soon as possible, after all finalists have been on campus, the search committee and the appropriate Dean will review the feedback received from those who met with the candidates or participated in the teaching/scholarship presentations. After initial discussions, the references for all applicants who remain as viable candidates will be contacted by members of the committee.
- The appropriate Dean, after consultation with the search committee, will meet with the faculty in the academic unit(s) to discuss the candidates who were interviewed on campus.
- The appropriate Dean will meet with the Provost to report on the discussion with the faculty and either recommend one or two candidates

to the Provost or indicate that the search should be continued.

- The Provost, in consultation with the President, as needed, reviews the recommendation from the search committee, as well as the recommendations and feedback from the Director of Human Resources and the Vice President and Dean for Equity and Inclusion, and communicates approval or disapproval back to the appropriate Dean and the search committee.
- The Provost or Dean (or their designee) makes an offer to the candidate. For the Seminaries, the final approval of the offer does not take place until it is approved by the Seminary Board of Trustees.
- Once a finalist accepts the position and a formal acceptance has been confirmed with the Office of Human Resources, the Provost (or designee) will communicate with the appropriate Dean that the position has been filled. Other candidates are notified that the position has been filled.
- A decision to fill the position may not be made until after the published deadline.
- The materials submitted by each applicant and the related correspondence are kept for a minimum of two years.
- Upon request of the Provost, the Chair of the search committee submits a post-recruiting report.

2.4 Academic Freedom and Tenure

The University subscribes to the *1940 Statement of Principles on Academic Freedom and Tenure* set forth by the American Association of University Professors (AAUP) and the Association of American Colleges (AAC). The statements below closely follow these principles but differ in certain respects on their recommended implementation.

2.4.1 Overview

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are expected to enrich the common good and not simply to further the interest of either the individual teacher or the University as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research.

Freedom in research is fundamental to the advancement of truth.

Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends. Specifically, it provides freedom of expression in teaching and research and a sufficient degree of economic security to make the profession attractive to people of ability. Freedom and economic security, hence, tenure, are indispensable to the success of a university in fulfilling its obligations to its students and to society.

2.4.1.1 Moravian University Statement on Professional Ethics

As an institution of higher learning whose express purpose is to educate students, promote scholarship, and create an environment of open inquiry and intellectual integrity, Moravian University has an obligation to set and maintain the highest standards of ethical conduct among and between faculty, administration, students, and staff. The following Statement on Professional Ethics has been slightly modified from the AAUP Statement on Professional Ethics and provides a framework for these ethical standards.

The Statement:

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

Professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. Faculty acknowledge significant academic or scholarly assistance from students and protect their academic freedom. To avoid conflicts of interest for themselves and for students, professors do not engage in inappropriate personal relationships with students. And while professors are friendly toward students, they do not have sexual relationships of any sort with them. Whenever

possible, professors do not serve officially as academic advisors for or provide instruction to members of their own family.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of respectful criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution. Professors behave according to strict professional standards with all members of the college community.

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

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Based on AAUP (1987). *Statement on Professional Ethics*. Retrieved from <https://www.aaup.org/report/statement-professional-ethics>

Adopted May 2, 2002

2.4.1.2 Academic Freedom

Faculty are entitled to full freedom in research and in the publication of the results within their area of specialization, subject to the adequate performance of their other academic duties; but research for monetary return should be based upon an understanding with the authorities of the University and must have prior approval of the University through the Provost.

Faculty are entitled to freedom in the classroom in discussing subject content, but

should be careful not to introduce into teaching a controversial matter that has no relation to the subject. Any other limitations of academic freedom for whatever reason should be clearly stated in writing at the time of the appointment.

According to the 1970 AAUP interpretation of the information in the above paragraph, "The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject."

A faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, they should be free from institutional censorship or discipline, but the special position in the community imposes special obligations. As a person of learning and an educational officer, a faculty member should remember that the public may judge the profession and institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that the teacher is not an institutional spokesperson.

2.4.2 Academic Tenure

After the completion of a probationary period, probationary tenure-track faculty members are eligible to apply for tenure. The Board of Trustees grants tenure to the faculty member, and acknowledges that a faculty member's service should be terminated only for adequate cause such as violation of employment contract, moral turpitude, incompetence, academic misconduct, significant ethical concerns, and under extraordinary circumstances because of financial exigency.

Violation of one's employment contract means failure to perform the teaching, scholarship, and service obligations of the faculty member's position, or acting beyond the authority of that position. Violation of employment contract shall be determined with reference to the professor's level of experience; the reasonable expectations of the professor's department, College/School/Seminary, as well as the institution as a whole; and the evolving demands of the professor's academic discipline.

Incompetence means a demonstrated failure to perform teaching, research, and service obligations at a level of efficacy necessary to achieve the University's educational mission. Competence shall be determined with reference to the standard of performance generally expected of peers in the professor's discipline and must be demonstrated continuously throughout the professor's career.

Tenured faculty members may only be dismissed on recommendation by an elected or appointed committee of tenured faculty members, typically the Tenure, Promotion, and Review

Committee. In cases of tenured faculty not meeting expectations of their position, see Section 2.11.3 for dismissal procedures; in cases of violation of professional ethics, see Section 3.3.5 for dismissal procedures.

2.4.3 Appointment, Reappointment and Non-reappointment

The University adheres to the following practices:

- A) The precise terms and conditions of every appointment will be stated in writing and be in the possession of both the University and the faculty member before the appointment begins.
- B) Beginning with the appointment to the rank of full-time Assistant Professor or a higher rank, the probationary period normally will not exceed six years of full-time service at Moravian University. A seventh year may be granted when requested and approved by the Provost, or otherwise negotiated at hire. At the end of the contractual probationary period, a faculty member may apply for tenure.
- C) Through achieving tenure, an Assistant Professor will normally qualify for promotion to Associate Professor as well.
- D) During the probationary period, the policy of the University for giving notice of non-reappointment is presented in section 2.4.1.3 of this Handbook.
- E) During the probationary period or any subsequent contractual periods, a faculty member will have the academic freedom that all other members of the faculty have.
- F) In considering a tenure-track probationary faculty member for a tenured appointment, the University assesses, in addition to the criteria for measuring meritorious service, the current and projected needs of the department or program and of the University for the particular services that the faculty member is rendering to the University.
- G) Termination for cause of a continuous tenure appointment, or the dismissal for cause of a full-time faculty member prior to the expiration of a term appointment, will be based on the application of the "Procedures for Formal Complaints against Faculty that Could Warrant Dismissal," in Section 3.3."
- H) Faculty members on continuous tenured appointments who are not successful in their bid for tenure will remain employees, with pay, for the academic year following the tenure decision, unless there is evidence that the faculty member has been determined to be in violation of the ethics policy (Section 3.1).
- I) Termination of a continuous tenure appointment because of financial exigency or discontinuance of a program or department of instruction may occur as a result of a good faith process (*bona fide*).

2.4.1.3 Notice of Non-Reappointment

The policy of the University in regard to non-reappointment to faculty members holding probationary appointments, is that such notice will be given:

- *Not later than March 1* of the first academic year of service, if the appointment expires at the end of that academic year; or if during the academic year, at least three months in advance of its termination.
- *Not later than December 15* of the second academic year of service, if the appointment expires at the end of that academic year, or, if during the academic year, at least six months in advance of its termination.
- *Not later than September 1* of the third or subsequent year of service, that is, twelve months in advance of the beginning of the next academic year.

If notice of non-reappointment is not received by the date specified, a faculty member should assume that, except in serious emergency or under such circumstances as would justify dismissal, their appointment for the following year is assured.

2.5 Faculty Evaluation - General Procedures

This section describes how the departmental review committee, the Deans, the Associate Provosts and the Vice President and Dean of the Seminaries, the Tenure, Promotion, and Review Committee (TPRC), the Provost, and the President evaluate faculty and make recommendations for tenure and/or promotion. Only the Board of Trustees can confirm tenure or grant a promotion. The decision of the Board is final.

Tenure and promotion are granted at Moravian University on the basis of past performance and the promise of continued excellence in the areas of teaching, scholarship, service, and collegiality to the university and beyond. It is the responsibility of the candidate to make a positive case for tenure and/or promotion.

All faculty are evaluated annually to determine whether they are not meeting, meeting, or exceeding expectations. Meeting expectations assumes excellence in the three areas of evaluation. More comprehensive post-tenure reviews of Associate Professors and Professors occur every four or five years, respectively.

The calendars in this section indicate the deadlines for all components of the evaluation of a faculty member. Under each date is a statement of the documents that are required and who is responsible for them. The dates and time frames may be adjusted from year to year in accordance with the academic calendar of the university. Specific forms that are referenced are maintained by the TPRC and the Office of the Provost.

2.5.1 Criteria for Evaluation

The university's vision and mission guide the criteria for evaluation. Faculty members are evaluated based on their contributions in the following major categories: teaching, scholarship, and service. As per AAUP recommendations, collegiality is also considered within the context of these three areas (see Section 2.5.1.4 below). In evaluating faculty work, collegiality "presumes respect for all community members, cooperation in the education of students, and contributions to the welfare of the University (AAUP)." Excellence in teaching with high academic standards is given the most weight, and continued scholarship informs the passion and practice of teaching. Service to the university and, for the faculty of the Seminaries, service to a church and the world, is a vital component of an academic community.

Work that supports diversity and inclusion within the University through teaching, mentoring, recruitment, and retention of colleagues and students is highly valued.

The successful evaluation of faculty portfolios requires satisfaction of the general standards of Moravian University as well as any specific standards regarding teaching, scholarship, or service published by academic departments/programs or the Seminaries.

2.5.1.1 Teaching Expectations for Moravian Faculty

The primary function of faculty at Moravian University is teaching, and the primary purpose of teaching is student learning. Excellence in teaching in one's discipline at Moravian University is necessary for the awarding of tenure and promotion.

In order to facilitate student learning, excellence in teaching is demonstrated through the following effective practices:

- a) Use of pedagogical/andragogical methods that engage students' interests and develop their intellectual curiosity
- b) Demonstration of the scope and thoroughness of subject matter content in undergraduate, graduate, and other courses taught for the university
- c) Encouragement of students' own development as scholars and professionals through opportunities for undergraduate or graduate research, internships, global experiences, and other experiential learning opportunities
- d) Demonstration of overall effectiveness of teaching methods (in different modalities, as needed), including updating of course syllabi, lectures, exams, and other materials
- e) Participation in self-evaluation
- f) Promotion of the mission of the university

Accordingly, Moravian University faculty members are expected to:

- a) Teach an appropriate variety of courses and number of students in each course, update existing courses, and design and offer new courses as needed
- b) Develop and teach at both the undergraduate and/or graduate level in the department(s) or program(s) to which one contributes, and the general education curriculum (including FYWS), as appropriate
- c) Be knowledgeable of current scholarship and methods of inquiry in areas taught
- d) Participate in the formal and informal assessment of one's courses and programs
- e) Be knowledgeable of and use new pedagogical/andragogical practices
- f) Demonstrate integrity and fairness in grading student performance
- g) Be available to students for academic guidance and instruction supplemental to the classroom when needed
- h) Provide substantive academic advising and/or mentoring for undergraduate (majors, minors, first-year students, and others) and graduate students, as appropriate
- i) Participate in advising training sessions in order to learn and share information with colleagues that is useful in effective academic advising
- j) Help students successfully plan their academic programs at Moravian as well as thoughtfully consider their future career plans, including, for undergraduate students, possible plans for graduate school
- k) Supervise theses and/or dissertations in graduate programs, when appropriate, and assist these students with considering future career opportunities
- l) Satisfy any additional criteria and expectations determined by the relevant department or College/School/Department/Seminary. These will be included in the overall evaluation of teaching

Tools for evaluating teaching include, among other things, peer classroom observations, syllabi and other course documents, various tools for gathering and evaluating student feedback, solicited input from colleagues and former students, and the number of students and level and variety of courses taught, taking into consideration whether the courses are at the undergraduate or graduate level.

Faculty teaching varies in each discipline and thus faculty will also be evaluated according to the expectations set forth by the appropriate School, department, program, or Seminary teaching statements.

2.5.1.2 Scholarship and Creative Activities Expectations for Moravian Faculty

Moravian University values scholarship and is committed to the ideal of the scholar-teacher. Faculty should be authorities in their field and continue to: extend their knowledge; contribute to their discipline outside of the university; and engage in

scholarship and creative endeavors that uphold the standards of their disciplines and demonstrate a sustained pattern of *peer-reviewed* publications and public disseminated scholarly activities as defined by Boyer. Moravian University embraces the Boyer Model definition of scholarship as scholarship of discovery, integration, application, and teaching. In all cases, peer-review, public dissemination, and appropriate documentation are required for any elements to be considered for promotion, tenure, and other reviews. The examples below are intended solely for illustrative purposes; each program is expected to determine appropriate examples of research, scholarship, and creative endeavors for faculty in their disciplines.

2.5.1.3 Examples of scholarly and creative activities in each of the domains of the Boyer Model

1) Scholarship of Discovery:

- Publication of original research in the faculty member's primary discipline, including pedagogical pieces in journals, monographs, books, edited volumes, book chapters, and the like.
- Performances, exhibitions, and presentations of original works at well-recognized venues with professional/formal reviews.
- Dissemination of original research through a paper or lecture given at a professional or academic meeting or conference, museum exhibit or other program or program; policy paper or other commissioned study.

2) Scholarship of Integration:

- Publication of interdisciplinary/multidisciplinary/transdisciplinary research, including book-length (such as textbook) or shorter syntheses, methodological studies, integrative essays, review essays, and encyclopedia entries.
- Dissemination of interdisciplinary/multidisciplinary/transdisciplinary through a paper or lecture given at a meeting or conference; through a museum exhibit, film or other public program; or presented in a contract research report, policy paper or other commissioned study.
- Discovering patterns that bring new meaning to previous research^[1]
- Invited participation in musical or theatrical performances, readings at regionally, nationally, or internationally recognized venues.
- Publication of anthologies, journals or collections (such as an edited collection or monograph series) comprising the work of other scholars.
- Commentary on original or synthesized research at conferences.
- Publishing or presenting a comprehensive literature review.

^[1]“Discovering new patterns in previous research” refers to the process of identifying or recognizing novel connections, relationships, or trends within existing bodies of research or literature. Researchers or scholars engage in this activity to uncover insights that may not have been apparent when the original studies were conducted or when the information was first published; in particular, they use a deep and critical examination of existing data, methodologies, and findings to discern hidden or overlooked patterns. It may include synthesizing information from different studies, reanalyzing data, or approaching the existing research from a new perspective, thus filling gaps in understanding or providing fresh perspectives in a given field of study.”

3) Scholarship of Application:

- Publication of textbooks or methodological studies.
- Stage directing and production of plays (theatrical productions) with reviews.
- Performances, exhibitions, and presentations at well recognized venues with reviews.
- Production of films/documentaries, written plays with reviews.
- Public programming (exhibitions) in museums and other cultural and educational institutions.
- Consulting and providing expert testimony on public policy and other matters.
- Contract research on policy formulation and policy outcomes.

- Invited presentations at instructional workshops.
- Community service drawing directly original research and expertise to assist state, federal, and other agencies in analyzing and addressing issues of public concern.

4) Scholarship of Teaching:

- Publications or presentations of original research on pedagogical/andragogical issues.
- Successful grant applications and extramural funding for innovative teaching methods.
- Development of visual and other teaching materials (including edited anthologies, textbooks and software) implemented in the classroom and disseminated through publications, papers or non-print form.

Faculty scholarship varies in each discipline and thus will also be evaluated according to the expectations set forth in the appropriate school, departmental, program, or Seminary scholarship statements.

2.5.1.4 Collegiality Expectations for Moravian University Faculty

Moravian University embraces the American Association of University Professors' (AAUP) description of collegiality as, "a quality whose value is expressed in the successful execution of teaching, scholarship, and service. Collegiality presumes respect for colleagues and others, cooperation in the education of students, and completion of tasks associated with service to the university."

Collegiality is not evaluated independently of the other categories; rather, it is evaluated within the context of one's teaching, scholarship, and service.

A hallmark of collegiality is working as a team member toward the good of the university. Collegiality is a critical component of the success of any organization. Faculty are expected to demonstrate strong core values of collegiality when interacting with peers within their individual programs and across the program, department, School, College, and university. Collegiality is demonstrated through teamwork with colleagues, a willingness to serve the university, College, School, department, and program, and contribute to the goals of the academic unit, while supporting individual colleagues in their professional growth.

University faculty members have a unique role in exemplifying professional behaviors, collegiality, and ethics as they work and cooperate with colleagues, students, the profession, and the community. Faculty members should conduct themselves in

professional manners at all times, upholding personal, professional, and academic integrity compatible with the mission and goals of the university.

Collegiality is often best evaluated at the program and department levels. A candidate shall be rated as having met the criteria if there is no substantial evidence of unprofessional, non-collegial, and/or unethical behaviors as documented by the program director, Department Chair or School Dean, Associate Provost or Vice President and Dean of the Seminaries, Provost, and/or Human Resources personnel file.

Appropriate demonstration of collegiality is an expectation for all faculty, and is also considered at times of reappointment, review, tenure, and promotion. It is expected that tenured faculty will set the standard for collegiality and serve as formal or informal mentors to junior faculty within the institution.

2.5.2. Qualifications for Promotion of Faculty Rank

The minimum qualifications for promotion at the various faculty ranks are based on the candidate's level of education, the number of years of experience, and the evidence of and prospect for excellence in teaching, scholarship, and service (and collegiality as described in Section 2.5.1.4).

- For the rank of Associate Professor: an earned doctoral degree or other appropriate terminal degree, in accordance with disciplinary norms and/or accreditation requirements, and six (6) or more years of demonstrated excellence in teaching at the Assistant Professor rank, scholarship and/or creative endeavors commensurate with the expectations of the individual's academic unit and the discipline, a record that shows a pattern of sustained service to the profession and the university community, the potential to assume a leadership role within the faculty as one moves toward the rank of Professor, a record of being collegial in our shared community, and the promise for future, high quality contributions in all areas of teaching, scholarship, service, and collegiality.
- For the rank of Professor: an earned doctoral degree or other appropriate terminal degree, in accordance with disciplinary norms and/or accreditation requirements, and eight (8) or more years at the rank of Associate Professor with evidence of sustained excellence and leadership in teaching and scholarship commensurate with the expectations of the individual's academic unit and the discipline, a record that shows a mix of sustained service to the profession and to the University community, as well as evidence of leadership within the faculty member's department

(e.g., demonstrated ability to assume leadership roles within the department, college, and/or the University at large, and to mentor junior faculty), a record of being collegial in our shared community, and the promise for future, high quality contributions in teaching, scholarship, service, and collegiality.

Additionally, for faculty seeking appointment to the Seminaries, pastoral and other related professional experience is given strong consideration along with academic achievement.

2.6 Guidelines for Probationary Tenure-Track Annual and Midterm Evaluations

2.6.1 Introduction

For probationary tenure-track faculty, annual reviews are completed at the Department/School level and the Associate Provost level, and a formal midterm evaluation is completed by the Department/School, the Associate Provost or Vice President and Dean of the Seminaries, the Tenure, Promotion, and Review Committee, and the Provost. The midterm evaluation is an important review as it instructs the faculty member on their progress toward tenure and promotion, with information about both areas of strength and areas for improvement.

The Chair of the Review Committee (CRC) shall be either the Department Chair or the School Dean:

- In the case of a School that also has Department Chairs, the School Dean will serve as the CRC and the committee will include the Department Chair and the other tenured members of the department.
- In cases where there is a School Dean but no Department Chair, the committee will be chaired by the School Dean and contain the tenured members from the School. In the case of the Seminaries, the CRC will be a tenured faculty member appointed by the Vice President and Dean of the Seminaries, and the Vice President and Dean of the Seminaries will be a non-voting member of the review committee. The committee will contain the tenured faculty members from the Seminary/ies.
- When a department chair is under review, the CRC shall be a senior member of their department or the appropriate School Dean.
- All review committees must contain a minimum of three tenured (and voting, in the case of tenure and promotion review) members.

The calendars in this section show the deadlines for all persons involved in the evaluation of tenure-track faculty. Under each date is a statement of what documents are required and who is responsible for them. The events occur on or about the dates or time frames stated. No faculty member can be *required* to submit materials before a due “by” date. All documents are maintained by the Office of the Provost.

2.6.2 Formal Evaluation Frequency for Probationary Tenure-Track Faculty

For a new, probationary, tenure-track faculty member with no credit toward tenure in their initial contract, the midterm evaluation occurs during the candidate's third full academic year, and the tenure evaluation occurs in the sixth full academic year.

For a faculty member with one year of credit toward tenure in their initial contract, the midterm evaluation occurs during the third full academic year, and the tenure evaluation occurs during the fifth full academic year.

For a faculty member with two years of credit toward tenure in their initial contract, the midterm evaluation occurs during the second full academic year, and the tenure evaluation occurs during the fourth full academic year.

2.6.2.1 Change in Length of Probation

Occasionally, untenured faculty may request a delay in their tenure clock. Some of the reasons a candidate may stop the tenure clock include: extended personal leave; protracted illness; parental leave; fellowships; government service.

It is essential to note that the intent of this policy is not to extend the probationary period to meet normal standards under normal conditions, but rather to help the candidate meet these standards under extraordinary conditions.

Faculty who wish to adjust their probationary period should submit a written request to the Provost for a change in length of probation, up to one year, during the probationary period. If the request is approved, the Provost will specify the new dates of the probationary tenure-track faculty member's formal evaluations and tenure evaluation.

2.6.3 Procedures and Timeline for Annual Evaluations of Probationary Tenure-Track Faculty

Annual reviews cover an academic year. For 9 month employees, the annual review will cover the fall and spring of the previous academic year. For 12 month employees, the annual review will cover the summer, fall, and spring of the academic year.

During the Fall and/or Spring Semester:

The Chair of the Review Committee (CRC) arranges to visit at least one class session of the faculty member being evaluated. First year faculty should be observed during the first fall semester. See Section 2.8.1 for more information.

By May 31:

The faculty member being evaluated submits to the CRC an evaluation portfolio containing the following materials:

- The completed Annual Review of Teaching, Scholarship, and Service (ARTSS) form (see Appendix B)
- A statistical summary table of the student evaluations for all courses taught since the last faculty evaluation
- The original course evaluation report with comments for each course taught during the review period (available on Canvas)
- The teaching evaluation(s) based on the classroom visit (and a written response to the teaching evaluation, if applicable)
- The most recent evaluations by the review committee (after the first year evaluation)
- Course syllabi for all courses taught since the last faculty evaluation
- A current curriculum vita

By June 15:

The CRC meets in-person with the faculty member to review the ARTSS form, the faculty member's plans for the following year, and the review committee's evaluation.

In preparation for this meeting, the CRC submits the following materials to the faculty member:

- The review committee's evaluation of the candidate signed by all non-dissenting members of the review committee
- Copies of any dissenting letters by members of the review committee

Within 7 Calendar Days:

The faculty member submits the following materials to the CRC:

- The review committee's evaluation with his/her signature added
- A statement of response, if desired

Immediately following receipt of the signed form (and response, if submitted) from the faculty member:

The CRC submits the following materials to the appropriate Associate Provost:

- The evaluation portfolio submitted by the faculty member
- The review committee's evaluation of the faculty member signed by all non-dissenting members of the review committee and the faculty member being evaluated
- Any dissenting letters by members of the review committee
- The faculty member's letter of response to the evaluation, if applicable

By July 15:

The appropriate Associate Provost or Vice President and Dean of the Seminaries completes the feedback form (see Appendix D) and submits it to the faculty member, the CRC, and the Office of the Provost.

2.6.4 Procedures and Timelines for Midterm Evaluations of Probationary Tenure-Track Faculty

August 15:

The Office of the Provost sends to the School Deans, Department Chairs, and Associate Provosts a list of all probationary tenure-track faculty members who will receive a formal midterm evaluation.

During the Fall Semester:

The Chair of the Review Committee (CRC) arranges to visit at least one class session of the faculty member being evaluated. See “Process for Classroom Visits” (Section 2.8.1) for more information.

By January 15:

The faculty member being evaluated assembles the evaluation portfolio containing the following materials and submits it to the CRC:

- A personal, reflective statement (no more than 10 pages, and without links to other new documents) by the candidate that provides perspective on their work thus far and future plans in the areas of teaching, scholarship, and service. Specifically, the reflection on teaching should include a discussion of one’s philosophy on teaching, teaching load and courses taught, student and other evaluations of teaching; the reflection on scholarship should orient the reader to one’s research area and describe evidence of scholarly productivity and plans for continued productivity; and the reflection on service should outline service to one’s department, the University, and one’s discipline.
- The original course evaluation report with comments for each course taught during the review period (available on Canvas)
- A statistical summary table of all student course evaluations (see sample in Appendix E)
- Teaching observation reports based on classroom visits (and the faculty member’s written responses, if applicable)
- Copies of all prior probationary tenure-track formal evaluations and all responses by the review committee
- The most recent course syllabi for all courses taught
- A current curriculum vitae.

All reviews of the evaluation portfolio described below will contain information regarding any concerns and suggestions for improvement.

By February 1:

The CRC meets with the faculty member to discuss the review. Prior to the meeting, the CRC submits the following materials to the faculty member:

- The review committee's evaluation of the candidate signed by all non-dissenting members of the review committee (see Appendix B for signature form)
- Copies of any dissenting letters by members of the review committee

Within 7 Calendar Days of the Meeting with the Chair:

The faculty member submits to the CRC the following materials:

- The departmental evaluation received February 1 with their signature added
- A statement of response, if desired

By February 12:

The CRC submits the following materials to the appropriate Associate Provost or Vice President and Dean of the Seminaries:

- The review committee's evaluation of the faculty member signed by all non-dissenting members of the review committee and the faculty member being evaluated
- Any dissenting letters by members of the review committee
- The faculty member's letter of response to the departmental evaluation, if applicable

By February 26:

The appropriate Associate Provost or Vice President and Dean of the Seminaries submits their evaluation to the faculty member, to the CRC, and to the TPRC.

By May 15:

The TPRC Chair responds in writing to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, and the Provost.

By August 1:

The Provost responds in writing to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, the Chair of TPRC, and the Office of Human Resources.

2.7 Application for Tenure and/or Promotion

2.7.1 Introduction

Tenure and promotion are granted at Moravian University on the basis of past performance and the promise of continued excellence in the areas of teaching, scholarship, and service. It is the responsibility of the candidate to make a positive case for tenure or promotion. This section of the Faculty Handbook describes the process through which the review committee, the appropriate Associate Provost or Vice President and Dean of the Seminaries, the TPRC, the Provost, and the President make evaluations of faculty and recommendations for tenure and/or promotion. See 2.6.1 for information on the Chair of the Review Committee (CRC) and committee make-up.

Only the Board of Trustees can confirm tenure or grant a promotion, and the decision of the Board is final.

2.7.2 Calendar

The calendars in this section show the deadlines for all persons involved in the evaluation of a faculty member. Under each date is a statement of what documents are required and who is responsible for them. The events occur on or about the dates or time frames stated. These documents are maintained by the Office of the Provost.

Note: The dates below begin in the academic year prior to the academic year in which one is considered for tenure and/or promotion.

November/December:

The Provost arranges a workshop for all potential candidates, the appropriate School Deans and/or Department Chairs, and the appropriate Associate Provost or Vice President and Dean of the Seminaries to review the requirements for the tenure and/or promotion process. Potential candidates are provided with a guide outlining the materials that are expected to be included in the evaluation portfolio.

By January 15:

Any Moravian University faculty member planning on applying for tenure and/or promotion informs the Department Chair/School Dean, the appropriate Associate Provost or Vice President and Dean of the Seminaries, and the Office of the Provost of their intention.

By March 15:

The faculty submits the following to the Office of the Provost:

- A list of 8-10 potential external evaluators. The candidate should not contact the potential reviewers directly. See section 2.8.2 for more information about selecting external evaluators. From this list, the Provost and the Chair of TPRC will select two. If the Chair of TPRC is a member of the candidate's review committee at the Department or School level, the Provost selects another member of TPRC with whom to select external evaluators.
- A current curriculum vitae and scholarly materials created in the previous six years, for those applying for tenure and promotion, to be shared with external reviewers; candidates applying exclusively for promotion provide a current curriculum vitae and a copy of all scholarly materials created since tenure.
- Current scholarship statement for the candidate's school or department.
- The names of at least 10 alumni with current email addresses who will be asked to evaluate the faculty member. The faculty member should not contact these individuals directly. To determine the list, the faculty member selects five former students, and the faculty member and the CRC together select another five.

At this time, candidates for tenure and/or promotion may also begin the process of soliciting two (2) letters of recommendation from full-time faculty members of Moravian University, including the Seminaries, who are outside of the faculty member's home department. All letters should be solicited by the faculty member, but these letters are confidential and will be submitted directly to the Office of the Provost. If more than two letters are received, only the first two letters will be included in the review file. The letters must be received by the Office of the Provost by **September 1**.

By May 15:

For faculty members who teach at either the undergraduate or graduate level in multiple schools, programs, or departments, evaluation letters regarding the candidate's performance must be solicited by the Chair of the candidate's review committee from the appropriate Department Chair or School Dean. The reviewer sends the letter to the Chair of the departmental review committee **by August 15**.

By August 1:

The external evaluators and the alumni evaluators submit their written responses to the Provost.

By August 15:

The CRC submits the following materials to the candidate for inclusion in the evaluation portfolio:

- At least one evaluation of teaching from the last two years based on one or more classroom visits as described in section 2.8.1 below
- Letters written by Chairs of non-home schools, programs, or departments, if applicable

By September 1:

The faculty candidate for promotion and/or tenure submits their evaluation portfolio to the CRC and the Office of the Provost.

The Tenure and/or Promotion evaluation portfolio must contain the following materials:

- A personal, reflective statement (no more than 10 pages, and without links to other documents) by the candidate that provides perspective on their work thus far and future plans in the areas of teaching, scholarship, and service. Specifically, the reflection on teaching should include a discussion of one's philosophy on teaching, teaching load and courses taught, student and other evaluations of teaching; the reflection on scholarship should orient the reader to one's research area and describe evidence of scholarly productivity and plans for continued productivity; and the reflection on service should outline service to one's department, the University, and one's discipline.
- Candidates for tenure and promotion submit copies of all scholarly materials produced during the probationary years. Candidates for promotion to Professor

submit all scholarly materials created since tenure highlighting the work for the preceding five years.

- Course evaluation summaries with student comments for all courses taught during the preceding five years (10 semesters, plus summers, if applicable).
- A statistical summary table of all student course evaluations (see Appendix D for a sample table)
- Copies of syllabi from the most recent version of all courses taught during the probationary period (tenure) or during the last four years (promotion)
- Teaching observation reports based on classroom visits (and the faculty member's written response to the teaching evaluation of the classroom visit, if applicable). For faculty applying for promotion to Professor, the portfolio should include at least one classroom observation from the past two years.
- For tenure review, copies of all annual standard evaluations, all midterm evaluations, and all responses by review committees, the Associate Provost or Vice President and Dean of the Seminaries, the TPRC, and the Provost. For promotion to Professor, copies of all annual reports and/or ARTSS forms submitted since the last periodic review, as well as copies of the candidate's last periodic evaluation and all responses by the review committee, the Associate Provost or the Vice President and Dean of the Seminaries, the TPRC, and the Provost.
- A current curriculum vitae

The Office of the Provost submits the following materials to the CRCs for the departmental or school review committee:

- Letters from the external reviewers (names not redacted, but kept confidential)
- Letters from alumni (names redacted)
- Copies of any other applicable letters, including the two letters from full-time faculty members of Moravian University and/or the Seminaries (outside of the candidate's immediate department or school) submitted on behalf of the Moravian University faculty member applying for tenure and/or promotion.
- A record of all grades assigned by the faculty member. For promotion to Professor, grades are required only for the last five years.

By September 15:

The CRC submits the following materials to the faculty member:

- The review committee's evaluation of the candidate signed by all non-dissenting members of the review committee, and copies of any dissenting letters by members of the review committee

Note: Please see Appendix C for the signature page for Reviews, Tenure, and Promotion.

Within 7 Calendar Days of Receipt:

The faculty member submits to the CRC the following:

- The review committee's evaluation received on or around September 15 with their signature added
- A letter of response, if desired

By September 25:

The CRC submits the following to the appropriate Associate Provost or Vice President and Dean of the Seminaries and to the Office of the Provost:

- The review committee's evaluation of the faculty member signed by all non-dissenting members of the review committee and the candidate
- Any dissenting letters from members of the review committee
- The faculty member's letter of response to the review committee's evaluation, if applicable

By October 10:

The appropriate Associate Provost or Vice President and Dean of the Seminaries submits their recommendation to the candidate and to the Office of the Provost. The Office of the Provost completes the candidate's file and notifies the candidate and the TPRC that the file is ready for their review.

By January 10:

The TPRC recommendation letter is sent to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, and the Provost. A copy of the recommendation is placed in the appropriate evaluation portfolio(s) along with the recommendation from the appropriate Associate Provost or Vice President and Dean of the Seminaries.

By February 1:

The Provost reviews the evaluation portfolios and submits their recommendation to the candidate and the President of the University. The Provost copies the appropriate Associate Provost or Vice President and Dean of the Seminaries, the Department and/or Committee Chair, and the Chair of the TPRC .

By February 15:

The President of the University responds in writing to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, the Chair of TPRC, and the Provost with their recommendation.

Within 30 Days of the President's Decision:

The candidate may appeal in writing, specifically outlining the grounds for the appeal. See section 2.9 for information about the appeal process.

April Board of Trustees Meeting:

The President of the University makes their recommendation to the Board of Trustees. The Board of Trustees issues its decision.

By May 1:

The President of the University informs the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, the Chair of TPRC, the Provost, and the Office of Human Resources of the Board of Trustees' decision. Tenure and/or promotion go into effect at the start of the next academic year.

2.8 Procedural Guidelines for Faculty Evaluation

2.8.1 Process for Teaching Observations

- The Department Chair or School Dean (or their designee) contacts the faculty member being evaluated to arrange a mutually convenient date and time for the classroom visit(s).
- Prior to the visit(s), the evaluator talks to the faculty member about the content and learning outcomes of the class for that day so that the evaluator knows what to expect in the class and can be prepared to analyze the classroom dynamics more fully.
- Within three days after the visit, the faculty member and the evaluator meet to discuss the observation.
- Within one week after the visit, the evaluator writes their evaluation and gives a copy to the faculty member. This evaluative narrative should clearly and thoughtfully outline the strengths and areas for improvement with regard to teaching techniques, pedagogical approaches, classroom dynamics, and anything else related to teaching and learning that occurred during the class session. Normally, this report will be approximately 2-3 pages in length.
- Within one week, the faculty member writes a response to the evaluation, if desired.
- The evaluation and response, if applicable, are included with the most recent formal evaluation.

2.8.2 Guidelines for the Selection of External Evaluators

- The evaluators are scholars and/or artists in the candidate's field and must be experts in the specific areas of scholarship and/or creative activities of the candidate.
- Candidates should normally not have had or have a personal or close working relationship with the potential reviewers (e.g., a dissertation advisor or co-author).
- The evaluators will typically hold an academic rank above that of the applicant.
- The list of potential reviewers must include:
 - the name, rank, current email, and institutional affiliation for each proposed reviewer
 - a short description of each proposed reviewer's work or a curriculum vitae
 - a brief explanation for why the candidate believes each proposed reviewer is qualified to evaluate their work

- information on any prior contact the candidate has had with each proposed reviewer

2.8.3 Guidelines for the Departmental or School Level Review Committee

- The deliberations of the review committee are confidential, and the job of the committee is to determine if the candidate is meeting unit standards for the areas under consideration. The evaluation by the Department/School provides context to understand the achievements of the faculty member.
- The review committee will consist of at least three full-time tenured faculty members in the department or the School. In a department with fewer than three qualified faculty members, the Provost, in consultation with TPRC and/or the Department Chair or School Dean, appoints additional tenured faculty members. See 2.6.1 for more information on Chairs of Review Committees (CRCs) and constitution of the committee.
- All members of the review committee are consulted as an evaluation is written, and at least one meeting should take place with all members present.
- The CRC (Department Chair or Dean of the School or appointed member of the tenured Seminary faculty) prepares the committee evaluation report.
- In tenure and promotion cases, the evaluation concludes with a recommendation for or against tenure or promotion, as appropriate.
- Each committee member signs the official copy of the report or indicates that they intend to submit a dissenting opinion.
- Any committee member who dissents must submit a letter with their dissenting opinion to the CRC for inclusion in the evaluation portfolio.

2.8.4 Guidelines for the Associate Provost or Vice President and Dean of the Seminaries

- In the letter of response for a formal evaluation, the appropriate Associate Provost or Vice President and Dean of the Seminaries states whether the faculty member is on track or has specific areas that need attention.

2.8.5 Guidelines for the Tenure, Promotion, and Review Committee (TPRC)

- The deliberations of TPRC are confidential, and the job of the committee is to determine if the candidate is meeting teaching, scholarship, and service standards, both University-wide and according to any standards specified by the candidate's department or School.
- TPRC consists of five tenured faculty members who are elected on a rotating basis, as described in *Academic Policies and Procedures*, Section 1.1.2.6.
- During a midterm, tenure, or promotion evaluation, TPRC members should not review faculty from their home academic unit. The TPRC Chair arranges for a replacement for the recused member of the committee, and the replacement will typically have served on TPRC. The Seminaries are unique given the small number of Seminary faculty and their very specific church-related mission; in this case, a replacement from among the

full faculty will be chosen by the TPRC Chair in consultation with the Vice President and Dean of the Seminaries.

- TPRC may request and collect additional information when it deems a clarification necessary.
- The TPRC Chair works with all members of the committee to prepare the TPRC review letter.
- In the letter of response for a midterm (pre-tenure) evaluation, the TPRC Chair will state that the faculty member is on track or indicate specific areas that need attention.
- In the case of a recommendation against tenure or promotion, the letter from TPRC includes a summary of the considerations on which its decisions were based.

2.8.6 Guidelines for the Provost

- The Provost is present during the deliberations of TPRC to provide information and context for the committee's evaluation of faculty members, but the Provost does not vote.

2.9 Grounds and Process for Appeal of Tenure and Promotion Recommendations

In cases for tenure and/or promotion, only the recommendation of the President of the University can be appealed. This section states the grounds and procedures for an appeal of an adverse tenure and/or promotion recommendation made by the President.

2.9.1 Grounds for Appeal

The grounds for an appeal shall be limited to one or more of the following:

- ***Procedural.*** In the conduct of the promotion review, there were violations of the established procedures and practices of the department, School, College, or the University. These violations were so serious that the Appeals Committee believes they affected the outcome of the promotion review.
- ***Unrelated factors.*** The evaluation of the appellant was substantially influenced by consideration of factors unrelated to the performance of the appellant in carrying out the professional and collegial responsibilities of their position, or by improper and unprofessional consideration of factors which, if properly considered, would be material and relevant. The violations were so serious that the Faculty Review Committee believes that they affected the outcome of the tenure/promotion review.
- ***Unlawful discrimination.*** The evaluation of the appellant was influenced by unlawful discrimination. In this case, the faculty member should contact the Equal Opportunity and Title IX Coordinator (see Section 3.1).

2.9.2 Submission of an Appeal

The appeal is initiated by a submission of a written appeal to the Chair of the Faculty Review Committee, with copies to the President, the Provost, and the Chair of the TPRC. This document

must be submitted by **no later than two weeks** following receipt of written notification from the President of the adverse recommendation.

The appellant faculty member shall have the burden of proof in establishing the grounds for the appeal.

The appeal shall be signed and dated by the appellant faculty member. The appeal shall contain the following:

- a. A brief statement of the grounds upon which the faculty member bases their appeal
- b. A summary statement of the facts contained in the faculty member's tenure and/or promotion file, which the faculty member contends support the appeal
- c. A summary statement of such facts, if any, that are not contained in the faculty member's tenure and/or promotion, as submitted to the TPRC, which the faculty member contends support the appeal
- d. A list of such documents or other written material, if any, that the faculty member has included in the appeal and which the faculty member contends contain information that supports the appeal
- e. The faculty member's argument in support of the appeal

The appeal shall be accompanied by the following statement, signed by the appellant faculty member: "I understand that adjudication of my appeal of the President's recommendation that my application for tenure and/or promotion be denied requires the Faculty Review Committee to receive and examine my tenure and/or promotion evaluation portfolio, and the written statements submitted by the TPRC, the Provost, and the President. I hereby consent to the presentation of all such material to, and the examination of all such material by, all members of the Faculty Review Committee."

2.9.3 Faculty Review Committee

2.9.3.1 Initial Notification to Appellant

- If the appeal does not state and address one or more of the grounds for appeal set forth in 2.9.1 above, it shall be mandatory that the Faculty Review Committee deny the appeal, and so notify the appellant **within one week of receiving the appeal**, with copies of such notification to the President, the Provost, and the chair of the TPRC.
- If the appeal does state and address one or more of the allowable grounds for appeal set forth above, the Faculty Review Committee shall notify the appellant **within one week of receiving the notification of appeal**, with copies of such notification to the President, the Provost, and the chair of the TPRC, that the Committee will adjudicate the appeal.
- If the appeal is on grounds of discrimination, the chair of the FRC shall forward the appeal to the Equal Opportunity and Title IX Coordinator, and inform the appellant, the President, the Provost, and the chair of the TPRC.

2.9.3.2 Full Review of Materials

The committee shall treat all of its activities and documents as confidential. Any violation of this confidentiality shall be deemed a breach of trust and professional ethics and may be reported as a grievance.

Through their review of the relevant materials, FRC, or the Equal Opportunity and Title IX Coordinator in the case of discrimination, shall determine whether the appellant has established, by a preponderance of the evidence, the following violations (as applicable):

- Procedural. The procedures set forth in this Handbook were so materially and substantially violated that it led to an unfair recommendation about the appellant's tenure and/or promotion application.
- Adequate Consideration. The appellant was unfairly evaluated based on factors unrelated to the performance of the appellant in carrying out the professional and collegial responsibilities of their position (according to the standards outlined in this Handbook).
- Discrimination. The appellant was discriminated against on the basis of race, religion, sex, age, national origin, sexual orientation, veteran status, marital status, disability, or any other category described in Section 3.1.

2.9.3.3 Report of Findings

The FRC or the Equal Opportunity and Title IX Coordinator shall render its findings to the appellant, the TPRC Chair, the Provost, and the President **within 14 days after receiving the appeal**. In the case of an appeal on the grounds of discrimination, this timeline may be extended.

2.9.3.3.1 *Ruling in favor of appellant*

If the FRC or the Equal Opportunity and Title IX Coordinator determines that the appellant has established by a preponderance of the evidence that one or more of the violations alleged by the appellant has occurred, the FRC shall so state in writing. Such writing shall include a description of the factual material or analytical statement(s) in the record that the FRC or the Equal Opportunity and Title IX Coordinator finds to be violative of procedures established at the university, as set forth in the Handbook; an explanation of why the FRC or the Equal Opportunity and Title IX Coordinator finds such material or statement(s) violative of such procedures; and instructions with respect to the step or steps to be taken by the TPRC, the Provost, and/or the President, upon reconsideration of the application, to assure that the recommendation of the President following such reconsideration has been determined solely on the basis of information and through such analysis as conform(s) to the procedures and criteria of the university, as set forth in the Handbook. A copy of the FRC's

or the Equal Opportunity and Title IX Coordinator's statement, signed by all members of the committee as relevant concurring with the statement, shall be transmitted to the appellant, to the chair of the TPRC, to the Provost, and to the President.

2.9.3.3.2 *Ruling against appellant*

If the FRC or the Equal Opportunity and Title IX Coordinator determines that the appellant has not established by a preponderance of the evidence properly before the FRC or the Equal Opportunity and Title IX Coordinator that one or more of the violations alleged by the appellant have occurred, the FRC or the Equal Opportunity and Title IX Coordinator shall so state in writing. Such writing shall include a description of the FRC's or the Equal Opportunity and Title IX Coordinator's deliberations, set forth with sufficient specificity to permit a subsequent determination of the adequacy of the consideration given by the FRC or the Equal Opportunity and Title IX Coordinator to the appeal. A copy of the FRC's or the Equal Opportunity and Title IX Coordinator's statement, signed by all members of the Committee concurring with the statement, shall be transmitted to the appellant, to the chair of the TPRC, to the Provost, and to the President.

There shall be no appeal of such a finding by the Faculty Review Committee, and following such a finding, no further appeal of the President's recommendation.

2.9.3.4 Reconsideration of Recommendation

If the FRC or the Equal Opportunity and Title IX Coordinator instructs that the TPRC, the Provost, and/or the President shall reconsider an application, such reconsideration shall be given to the application at all levels required by the FRC or the Equal Opportunity and Title IX Coordinator. Each body or officer of the university undertaking such reconsideration may consider all or any information germane to the findings of the FRC or the Equal Opportunity and Title IX Coordinator, regardless of whether contained in the candidate's evaluation portfolio. Each body or officer of the College undertaking such reconsideration shall provide the appellant and the FRC or the Equal Opportunity and Title IX Coordinator a written account of its or their reconsideration, set forth with sufficient specificity to permit a subsequent determination of the adequacy of the consideration given to the findings of the FRC or the Equal Opportunity and Title IX Coordinator. A reconsidered recommendation by the TPRC and/or the Provost shall be transmitted to the President, who shall give adequate consideration to such reconsidered recommendation(s), as well as to the statement of the FRC, in forming their own reconsidered recommendation.

2.9.3.5 President and Board of Trustees

Upon reconsideration of the President's recommendation, the President shall forward the final recommendation to the Board of Trustees for decision, with copies of the correspondence provided to the candidate, the Chair of the TPRC, the Provost, and the FRC or the Equal Opportunity and Title IX Coordinator. The decision of the Board of Trustees is final.

2.10 Post-Tenure Evaluations

2.10.1 Frequency of Evaluation Activities for Tenured Faculty

Tenured faculty members at the rank of Associate Professor submit a periodic evaluation every four years, and those at the rank of Professor submit a periodic evaluation every five years. All other years, tenured faculty members submit an Annual Report of Teaching, Scholarship, and Service (ARTTS) form (see Appendix A).

The Chair of the Review Committee (CRC) shall be either the Department Chair or the appropriate School Dean. In the case of the Seminaries, the CRC will be an appointed tenured faculty member, and the Vice President and Dean of the Seminaries will be a non-voting member of the review committee. In the case of a School that also has departments with chairs, the Dean of the School will serve as the CRC and the committee will include at least two other tenured members of the appropriate department.

Faculty members are eligible for promotion to Professor during the eighth year of service at the rank of Associate Professor.

Faculty who do not submit a required annual review or a periodic evaluation according to the schedule outlined below are not eligible for pay increases during the following academic year or for application for promotion.

2.10.2 Annual Evaluation Calendar

Annual reviews cover an academic year. For 9 month employees, the annual review will cover the fall and spring of the previous academic year. For 12 month employees, the annual review will cover the summer, fall, and spring of the academic year.

By May 31 : The tenured Associate Professor or Professor submits review materials to the Department Chair or the School Dean, the Associate Provost or Vice President and Dean of the Seminaries, and the Office of the Provost.

- The completed ARTSS form.
- A current curriculum vitae.

By June 30: The Chair or School Dean responds to the faculty member by indicating if they are exceeding expectations, meeting expectations, or not meeting expectations in the areas of teaching, scholarship, and service.

The CRC meets with the faculty member to discuss the feedback form. The faculty member must provide a signature of agreement or submit a response within 7 calendar days.

By July 31: The appropriate Associate Provost or Vice President and Dean of the Seminaries must receive, review, and forward the Form to the Office of the Provost.

Note: The faculty member retains the right to request an evaluation from the Associate Provost or Vice President and Dean of the Seminaries if their School Dean or Department Chair did not provide any or adequate feedback and guidance on the annual review materials.

2.10.3 Periodic Evaluation Calendar

By August 15:

The Provost sends to the appropriate Department Chairs and School Deans a list of all faculty members who will receive a periodic evaluation.

By January 15:

The faculty member being evaluated submits the following materials in an evaluation portfolio (materials should date back to the last review) to the Chair of the Review Committee (CRC).

- A personal, reflective statement (no more than 10 pages and without links to other documents) by the candidate that provides a perspective on their work and future plans in the areas of teaching, scholarship, and service. Reflection on teaching should include discussion of one's philosophy on teaching, teaching load and courses taught, student and other evaluations of teaching; reflection on scholarship should orient the reader to one's research area and describe evidence of scholarly research productivity and plans for continued productivity; reflection on service should describe service to one's department, the University and College and/or School, and discipline. Faculty within the Moravian and the Lancaster Theological Seminaries will also include service to a church and the world.
- Copies of all student course evaluations, including complete quantitative and qualitative data.
- A single statistical summary table of the student evaluations. See Appendix E: Sample Student Evaluation Tables for a sample table.
- Copies of all annual ARTSS forms.
- The most recent course syllabi for all courses taught.
- Copies of all scholarly materials or any available printed materials regarding scholarly work (e.g., presentations, performances, etc.) that did not lead to an actual publication.

- A current curriculum vitae.

By February 1:

The CRC submits the following materials to the faculty member:

- The evaluation of the candidate signed by all non-dissenting members of the review committee. See Appendix C: Signature Page for Reviews, Tenure, and Promotion.
- Copies of any dissenting letters by members in the review committee.

By February 5:

The faculty member submits to the CRC the following materials:

- The evaluation that was received February 1 with their signature added.
- A statement of response, if desired.

By February 7:

The CRC shares the following materials with the appropriate Associate Provost or Vice President and Dean of the Seminaries:

- The evaluation of the faculty member signed by all non-dissenting members of the review committee and the faculty member being evaluated.
- Any dissenting letters by members of the review committee.
- The faculty member's letter of response to the evaluation, if applicable.

By February 20:

The appropriate Associate Provost or Vice President and Dean of the Seminaries submits a review letter to the faculty member, the review committee, the Office of the Provost, and the TPRC.

By May 10:

The TPRC reviews all materials and the Chair of the committee submits the committee evaluation to the Office of the Provost, who then shares the letter with the faculty member, the CRC, the appropriate Dean, and the Provost.

By July 1:

The Provost reviews the evaluation portfolio and may respond if they deem it necessary.

2.11 Procedures for Tenured Faculty Performance Improvement

All faculty are expected to meet minimum performance standards in all areas of evaluation. In cases in which a faculty member is performing below expectations in one or more areas of evaluation, a series of improvement opportunities are offered. If a faculty member does not participate in the performance

improvement process outlined in this section, they may be subject to disciplinary consequences, up to and including dismissal.

Note: A faculty member or the Chair or Dean may request that (an)other tenured member of the departmental or School also review the materials in cooperation with the faculty member and the Chair or Dean in cases where the faculty member was determined to be performing below expectations. The faculty member is also entitled to solicit a letter of support if they feel that there was a misunderstanding of one's performance and was deemed to be performing below expectations. The Chair or Dean may then continue with the procedures below or change a determination of performing below expectations.

2.11.1 Level 1: Improving Performance

Immediately upon an annual review that indicates performing below expectations, the Department Chair or the School Dean will assist the faculty member toward improvement over the next year.

By April 15:

The appropriate Dean and/or the Chair will meet with the faculty member to discuss the areas in which the faculty member is not meeting expectations.

For the first year's meeting, they will work mutually to identify ways in which the faculty member could improve. There will be a written record of this meeting and the document will be shared with the appropriate Associate Provost (for Seminary faculty, the Provost shall be notified). A follow-up meeting between the faculty member and the Dean and/or Chair will take place before the end of the following fall term in order to discuss improvement.

If in the next annual review, the faculty member receives another evaluation that indicates they are still performing below expectations in any of the evaluation areas, then a **Performance Development Plan (PDP)** must be created and the faculty member will work with a mentor according to Level 2 below.

2.11.2 Level 2: Mentoring

Mentoring is the process of pairing a faculty member with a trained faculty mentor (preferably from the rank of professor) who can assist them with strategies and activities for improvement.

By April 15 of second year of not meeting expectations:

The faculty member will be assigned a mentor by the Chair or Dean, as appropriate. Both the mentor and the Chair or Dean will work with the faculty member to create a strategy document (the PDP) that outlines expectations that are specific, measurable, achievable, relevant, and time bound. These expectations will be clearly documented, acknowledged, and agreed upon (and shared with the Associate Provost and Provost), and they will be assessed on a semester basis by the Chair or Dean in consultation with the mentor. Plans may be made as 12-month or 24-month agreements. If the faculty member and the Chair or Dean, with guidance from the

mentor, cannot reach agreement on the proposed plan, then the faculty member may choose to consult the next administrative level, up to the level of Provost.

Appropriate strategies and resources for the Performance Development Plan may include, but are not limited to, the following:

1. Reassigning the faculty member's allocation of effort (e.g., changing teaching assignments and/or schedules in ways that may enhance the faculty member's performance), as set forth in the ARTSS plan for the upcoming academic year, in order to best utilize the faculty member's education and talents as well as maximize the faculty member's contributions to the university.
2. Providing the faculty member with support for faculty development to improve performance in the area(s) of difficulty.
3. Enabling the faculty member to obtain reasonable assistance in dealing with barriers that may be interfering with effective performance.

2.11.2.1 Successful Performance Development Plans

Upon completion of the Performance Development Plan (either 12 or 24 months from the April 15 date when the decision that a plan was required), if the faculty member's performance meets expectations in all areas, the faculty member returns to the regular performance evaluation process.

2.11.2.2 Unsuccessful Performance Development plans

The consequences of failing to meet required improvements within the designated time frame (either 12 or 24 months from the April 15 date when the decision that a plan was required) will lead to corrective action below.

2.11.3 Level 3: Corrective action

Corrective action is the result of unsuccessful progress even after working with a mentor on the PDP. In general, corrective action should be progressive (i.e., beginning with the lowest severity action before employing actions of more severity).

By April 15 (of year 3 or year 4, depending on whether PDP is a 12 or a 24 month agreement):

If it is determined by the Dean or Chair and the mentor that progress has not been made after the timeline for mentoring and PDP has ended, the Dean or Chair will recommend corrective action which may include, but is not limited to:

- workload reassignment
- reduction in pay
- ineligibility for a raise

- dismissal

Recommendation for corrective action that falls short of dismissal will be directed to the appropriate Associate Provost, who will review the case and make their recommendation to the Provost. The Provost may either accept the recommendation of the Associate Provost, or they may take a different action in consultation with the President and the Office of Human Resources.

In the case of recommendation for dismissal, the Provost will consult with the Tenure, Promotion, and Review Committee, and then make a recommendation to the President. The President shall forward their final recommendation to the Board of Trustees for decision, with copies of the correspondence provided to the faculty member, the Chair of the TPRC, and the Provost. The decision of the Board of Trustees is final.

2.11.4 Request for Removal of Corrective Action(s)

Faculty may ask to have corrective actions removed after demonstrating at least two consecutive years of meeting expectations in all three areas of evaluation. At the discretion of the Chair or Dean, a faculty member may request review before the two years if there is a significant change in their performance. All requests must be submitted and reviewed by the Chair or Dean, who will submit them for approval, if appropriate, by the Provost.

2.12 Evaluation of Faculty with Administrative Duties

Some faculty may take on formal administrative roles for the institution, but their primary responsibility remains teaching. In these situations, the faculty member will create a yearly statement of goals in cooperation with their supervisor for their administrative responsibilities. In addition to the normal faculty review schedule, the faculty member has a responsibility to meet regularly with their administrative supervisor in order to discuss job performance in relation to the yearly statement of administrative goals.

Note: For employees who are administrators with minimal teaching responsibilities, it is the responsibility of the appropriate Department Chair or School Dean to review the course evaluations. Administrators who teach non-departmental courses should have their courses evaluated by their supervisor (or designee) with academic rank.

2.13 Criteria for Promotion of Clinical Professors and Professors of Practice

Professor of Practice/Clinical Professors are full-time, non-tenure-track/non-tenurable academic appointments made to a member of a profession who is associated with and engages in practical

instruction of students (see Section 2.2.3 for qualifications for Professors of Practice and Clinical Professors). These positions are eligible for rank and promotion based on education and experience.

Professors of Practice and Clinical Professors are evaluated annually, based on excellence in teaching, relationship to students, service, and collegiality. There is not an expectation of scholarship, though this activity is encouraged and supported.

2.13.1 Overall Criteria

Promotion of Professor of Practice/Clinical Professor is based on demonstration of distinction in the area of primary assignment and acceptable performance in all other assigned areas.

Distinction is characterized by performance that is well above the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. Professors of Practice/Clinical Professors are expected to engage in teaching and in service to the institution and to the profession.

The faculty member may normally apply for promotion to Associate Clinical Professor or Associate Professor of Practice rank in the sixth year of continuous, in-rank, full-time service for the University, or any time thereafter, and may normally apply for promotion to Clinical Professor or Professor of Practice rank in the eighth year of continuous, in-rank, full-time service for the University, or any time thereafter.

A candidate applying for promotion from Assistant to Associate Professor of Practice or Associate Clinical Professor is expected to have demonstrated distinction in the primary assigned area, and at least emerging leadership with respect to assigned duties.

A candidate applying for promotion from Associate to Professor of Practice or Clinical Professor is expected to possess an earned doctorate or highest discipline-specific degree and demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the other area(s) of assigned duties.

2.13.2 Major Sources of Evidence

2.13.2.1 Teaching

Excellent teaching is the foremost priority at Moravian University. As such, faculty are expected to demonstrate proficiency in teaching within their discipline and, when appropriate, contribute to teaching in general education and/or outside their discipline, in order to support the overall objectives of the institution, department, and/or program. Depending on the nature of the candidate's teaching assignment, possible sources of evidence to demonstrate distinction in teaching may include, but are not limited to:

- Self-reflection, study, and development/improvement of teaching performance

- Student, peer, and chair evaluations of teaching and advising indicating exemplary performance
- Nomination or receipt of awards for teaching and/or advising
- Exemplary development of new courses, instructional materials, technological innovations, and syllabi
- Offering of professional development for practicing professionals and clinicians at Moravian University and/or other institutions/organizations
- Guest lecturing or formal sharing of disciplinary knowledge with colleagues and students through presentations, laboratories, and/or workshops
- Contributions to or leadership on committees related to teaching
- Exemplary collaboration with faculty to make traditional university- based coursework applicable to job-embedded programs
- Professional mentoring of students, novice or developing teachers, graduate students, and/or colleagues
- Leadership roles related to teaching in one's discipline
- Course or program development, when applicable

2.13.2.2 Professional Contributions and Competency

Depending on the nature of the candidate's assignment, possible sources of evidence to demonstrate *distinction* in professional contributions may include, but are not limited to:

- Supervisor evaluations or other evaluative evidence indicating exemplary performance
- Established local/regional/national/international reputation based on expertise
- Professional presentations at state, regional, national, or international meetings
- Leadership roles in shaping relevant policy at the local, state, and/or national levels
- Demonstrated activity in an editorial capacity for the profession (e.g., journals, textbooks)

All faculty must demonstrate up-to-date competency in the profession. Up-to-date competency may be demonstrated by way of engaging in, for example:

- clinical practice involving providing professional services to clients
- research involving human subjects
- continuing education /professional development training
- publication or professional presentation, and/or
- review and selection of proposals and presentations for conferences, symposiums, seminars, programs
- other professional service

It is expected that these activities be planned, sustained, and purposeful in order to benefit the faculty member, the program, the profession, and/or patients/clients/students

All faculty, when applicable, must maintain discipline-specific certification and/or licensure within the Commonwealth of Pennsylvania or applicable other states, must remain in good standing with appropriate professional organizations, and must maintain contemporary expertise, as defined by accrediting bodies.

2.13.2.3 Service

Depending on the nature of the candidate's position-specific job responsibilities, possible sources of evidence to demonstrate *distinction* in service beyond meeting the minimum requirements of the position may include but are not limited to:

- Exemplary service or consultation to department, college, or university committees; public schools; and/or community-based organizations
- Service to the profession through local, state, regional, national, and international organizations
- Contributions to program evaluation, technical, and/or accreditation reports.
- Presentations about one's service activities or programs
- Development and cultivation of professional partnerships, effective and accurate promotion of the program and students, and identification and management of existing and new clinical sites, when relevant
- Demonstrated responsibility for learning agreements, site agreement forms, and similar accountability measures
- Supervisor or peer evaluations or other evaluative evidence indicating exemplary performance in service
- Continued professional development and improvement in service/administrative performance
- Awards for service

2.13.2.4 Collegiality

Moravian University embraces the following description of collegiality, presented by the American Association of University Professors (AAUP): "a quality whose value is expressed in the successful execution of teaching, scholarship, and service. Collegiality presumes respect for colleagues and others, cooperation in the education of students, and completion of tasks associated with service to the University." See section 2.5.1.4 for a full description of collegiality.

2.13.3 Formal Evaluation Frequency for Clinical Professors and Professors of Practice

For clinical professors and professors of practice, annual reviews are completed at the Department/School level and the Associate Provost/Vice President and Dean of the Seminaries level. A formal mid-cycle review (or pre-promotion review) should occur in the third year using the process outlined in 2.13.5 to provide the Clinical Professors with feedback about progress toward promotion.

This mid-cycle review is completed by the Department/School, the Associate Provost or Vice President and Dean of the Seminaries, the Tenure Promotion and Review Committee, and the Provost.

2.13.4 Procedures and Timeline for Annual Evaluations of Clinical Professors and Professors of Practice

Annual reviews cover an academic year. For 9-month employees, the annual review will cover the fall and spring of the previous academic year. For 12-month employees, the annual review will cover the summer, fall, and spring of the academic year.

The calendars in this section show the deadlines for all persons involved in the evaluation of Clinical Professors and Professors of Practice. Under each date is a statement of what documents are required and who is responsible for them. The events occur on or about the dates or time frames stated. No faculty member can be *required* to submit materials before a “due by” date. All documents are maintained by the Office of the Provost.

Faculty should submit materials to the Department Chair or School Dean by May 31. Materials will be reviewed by the Chair or Dean, who will submit a written review to the faculty member and the appropriate Associate Provost or Vice President and Dean of the Seminaries by June 15. The Associate Provost or Vice President and Dean of the Seminaries will then make a recommendation to the Provost regarding reappointment by July 15.

During the Fall and/or Spring Semester:

The Chair of the Review Committee (CRC) arranges to visit at least one class session of the faculty member being evaluated. First-year faculty should be observed during the first fall or spring semester. See Section 2.8.1 for more information.

By May 31:

The faculty member being evaluated submits to the CRC an evaluation portfolio containing the following materials:

- The completed Annual Review of Teaching, Scholarship, and Service (ARTSS) form (see Appendix B), with Scholarship criteria optional
- A statistical summary table of the student evaluations for all courses taught since the last faculty evaluation
- The original course evaluation report with comments for each course taught during the review period (available on Canvas)

- The teaching evaluation(s) based on the classroom visit (and a written response to the teaching evaluation, if applicable)
- The most recent evaluations by the review committee (after the first year evaluation)
- A current curriculum vita

2.13.5 Procedures and Timelines for Midterm Evaluations of Clinical Professors and Professors of Practice

A formal mid-cycle review (or pre-promotion review) should occur in the third year.

The calendars in this section show the deadlines for all persons involved in the evaluation of Clinical Professors and Professors of Practice. Under each date is a statement of what documents are required and who is responsible for them. The events occur on or about the dates or time frames stated. No faculty member can be *required* to submit materials before a “due by” date. All documents are maintained by the Office of the Provost.

August 15:

The Office of the Provost sends to the School Deans, Department Chairs, and Associate Provosts a list of all clinical professors and professors of practice who will receive a formal midterm evaluation.

During the Fall Semester:

The Chair of the Review Committee (CRC) arranges to visit at least one class session of the faculty member being evaluated. See “Process for Classroom Visits” (Section 2.8.1) for more information.

By January 15:

The faculty member being evaluated assembles the evaluation portfolio containing the following materials and submits it to the CRC:

- A personal, reflective statement (no more than 10 pages, and without links to other new documents) by the candidate that provides perspective on their work thus far and future plans in the areas of teaching and service (clinical professors and professors of practice are not evaluated on scholarship). Specifically, the reflection on teaching should include a discussion of one’s philosophy on teaching, teaching load and courses taught, student and other evaluations of teaching; and the reflection on service should outline service to one’s department, the University, and one’s discipline.
- The original course evaluation report with comments for each course taught during the review period (available on Canvas)
- A statistical summary table of all student course evaluations (see sample in Appendix E)
- Teaching observation reports based on classroom visits (and the faculty member’s written responses, if applicable)
- Copies of all prior clinical professor / professor of practice formal evaluations and all responses by the review committee
- A current curriculum vitae.

All reviews of the evaluation portfolio described below will contain information regarding any concerns and suggestions for improvement.

By February 1:

The CRC meets with the faculty member to discuss the review. Prior to the meeting, the CRC submits the following materials to the faculty member:

- The review committee's evaluation of the candidate signed by all non-dissenting members of the review committee (see Appendix B for signature form)
- Copies of any dissenting letters by members of the review committee

Within 7 Calendar Days of the Meeting with the Chair:

The faculty member submits to the CRC the following materials:

- The departmental evaluation received February 1 with their signature added
- A statement of response, if desired

By February 12:

The CRC submits the following materials to the appropriate Associate Provost or Vice President and Dean of the Seminaries:

- The review committee's evaluation of the faculty member signed by all non-dissenting members of the review committee and the faculty member being evaluated
- Any dissenting letters by members of the review committee
- The faculty member's letter of response to the departmental evaluation, if applicable

By February 26:

The appropriate Associate Provost or Vice President and Dean of the Seminaries submits their evaluation to the faculty member, to the CRC, and to the TPRC.

By May 15:

The TPRC Chair responds in writing to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, and the Provost.

By August 1:

The Provost responds in writing to the faculty member, the CRC, the appropriate Associate Provost or Vice President and Dean of the Seminaries, the Chair of TPRC, and the Office of Human Resources.

2.13.6. Procedures for Promotion of Assistant/Associate Professors of Practice and Assistant/Associate Clinical Professors

Promotion procedures for full-time Professors of Practice/Clinical Professors parallel those of tenure-track and tenured faculty. Accomplishments required for promotion to Associate Clinical Professor or Associate Professor of Practice may be achieved across six or more years of continuous, full-time service at the Assistant rank.

Accomplishments required for promotion to Clinical Professor or Professor of Practice may be achieved no earlier than the eighth year of continuous, full-time service at the Associate rank. Candidates determine the specific timing of promotion applications in collaboration with their school dean.

- Similar procedures apply to Clinical Professors seeking promotion as for any tenure track or tenured faculty seeking promotion to the next rank. University procedures as specified in university guidelines, including portfolio preparation and deadlines, are followed with exceptions noted in this document.
- Professors of Practice/Clinical Professors seeking promotion will present a case using an abbreviated version of the TPRC tenure and promotion portfolio. All sections of the packet must be completed, excluding the external reviewers and scholarly activity portions. Scholarly activity materials may be added, but are optional. The assigned activities of the faculty member dictate the criteria applied and which portions of a packet receive greatest attention.
- Letters of evaluation by faculty of superior rank or practitioners in the candidate's field are required for the promotion of Professors of Practice/Clinical Professors:
 - Three letters evaluating the faculty member's teaching and service at Moravian University are required, with at least two letters coming from faculty members of superior rank. The candidate may suggest writers of evaluation letters, but the final selection is determined in consultation with the appropriate dean. Evaluation letters should provide an assessment of the candidate's accomplishments in their primary area(s) of assigned responsibility.
 - For promotion to Associate rank, these letters may come from internal or external sources.
 - For promotion to Professor rank, two letters must come from individuals within the University and one letter must come from an individual external to the University.
- The faculty member submits to the Office of the Provost the names and current email addresses of ten alumni who will be asked to evaluate the faculty member. To arrive at the list, the faculty member selects five former students, and the faculty member and the chair of the departmental review committee together select an additional five.
- Classroom observations of teaching, including visitations to classes and review of syllabi, examinations, and other instructional materials are required for candidates with a teaching assignment. Peer evaluation(s) should occur at least once a year.
- Annual evaluation of Professors of Practice/Clinical Professors should occur by the Department Chair or School Dean. Additionally, a mid-cycle review (or pre-promotion

review) should occur toward the end of the third or fourth year using the same process as pre-tenure midterm reviews to provide the Clinical Professors member with feedback about progress toward promotion.

- Recommendations for promotion are made by the review committee (with at least three faculty members who are at or above the rank being sought) and the appropriate Associate Provost to the TPRC. The TPRC makes their recommendation to the Provost and Dean of Faculty.

2.14 Evaluation of Full-Time Limited-term Faculty

Full-time, limited term faculty are evaluated on a yearly basis. The evaluation consists of:

The completed Annual Review of Teaching, Scholarship, and Service (ARTSS) form (see Appendix B) with scholarship included as applicable

- copies of all course evaluations for the calendar year plus a single statistical summary table of those course evaluations (see sample statistical summary table in Appendix E Sample Student Evaluation Tables); year one evaluations will typically include only course evaluations from the fall semester
- course syllabi for courses taught during the previous calendar year (spring, summer, fall)
- curriculum vitae
- written evaluations of classroom visit(s) from the previous calendar year (at least one visit to occur during the calendar year for the first five years of employment, and biennially thereafter)
- records of grades assigned for courses taught in the previous calendar year
- copies of scholarly material from the previous calendar year, if applicable

Faculty should submit materials to the Department Chair or School Dean by **May 31**. Materials will be reviewed by the Chair or Dean, who will submit a written review to the faculty member and the appropriate Associate Provost or Vice President and Dean of the Seminaries by **June 15**. The Associate Provost and Dean of the Seminaries will then make a recommendation to the Provost regarding reappointment and/or promotion (see 2.2.3) by **July 15**.

2.15 Evaluation of Adjunct Faculty

All adjunct faculty members at the institution will receive a formal, written evaluation of their teaching on a regular cycle by the Department Chair or School Dean (or their designee). The final evaluation will be communicated to the Associate Provost.

This policy does not apply to adjunct faculty members hired to observe student teachers, as a different process will be required for student teaching observers.

This policy does not apply to adjunct faculty members hired to observe nursing students in the clinical settings as a different process will be required for evaluation.

At the start of each term of teaching, the adjunct faculty member will supply the Department Chair with an updated curriculum vitae for the department files. The Chair will also forward a copy to the Office of the Provost for inclusion in the adjunct faculty member's file.

2.15.1 Evaluation Cycle

- All new hires will be evaluated in their first term of teaching. After that time, Department Chairs or School Deans will decide whether a Fall or Spring term evaluation makes best sense for the annual evaluation.
- Adjuncts who have taught at the institution for five or more consecutive years will be evaluated once every other year, unless otherwise requested by the adjunct faculty member or by their Department Chair or School Dean.
- Adjuncts who have not taught at the institution for two or more consecutive years, will be put on the same cycle as a new hire and evaluated in the first term that they return to teaching.

2.15.2 Evidence of Teaching Effectiveness

2.15.2.1 Student Evaluations

At the end of each term, but prior to the final exam period, course evaluations are distributed to students through the Canvas shell. After the submission of grades, the evaluations are made available to the appropriate Chair or the appropriate Dean, and the course instructor.

2.15.2.2 Review of Course and Teaching Observations

The appropriate Chair or Dean will complete regular teaching observations of adjunct faculty. If the faculty member is teaching more than one course, the Chair or Dean will observe a class session for each course. Section. 2.8.1 outlines the process for teaching observations. Before conducting a classroom observation, the Chair or Dean will hold a meeting with the adjunct faculty member to review the course(s) and its syllabus and consult with the adjunct faculty member to determine a suitable time for the observation(s).

2.15.2.3 Grade distributions

The Office of the Provost will provide the Chair or Dean with the grade distribution for all courses taught by the adjunct within the evaluation period. Grade distributions should be considered in the context of the other courses offered by the department in that same time frame.

2.15.3 Evaluative Report

Following the classroom observation and review of course evaluations, syllabi, and other related course materials, the Chair or Dean will write an evaluative report. The report will be shared with the adjunct faculty member and forwarded to the appropriate Associate Provost and the Office of the Provost. Reports are due by January 15th for Fall evaluations and June 1st for Spring evaluations.

3 Professional Ethics, Grievance Procedures, and Formal Complaint Policy

3.1 Moravian University Statement on Professional Ethics

Deep respect for others is fundamental to the Moravian University community. Moravian University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived race, ethnicity, color, sex, religion, age, ancestry, national origin, sexual orientation, gender identity or expression, genetic information, pregnancy, familial status, marital status, citizenship status, veteran/military status, disability status, or any other protected category under applicable local, state, or federal laws. In compliance with the requirements of Title IX, Moravian University does not discriminate on the basis of sex in its educational program and activity, including admission/employment. For a fuller description of the statement, see 2.4.1.1. See also the [Moravian University Employee Handbook](#), Section 10.2.

Equal Opportunity and Title IX

Complaints that are covered by the university [Equal Opportunity, Harassment, and Non-Discrimination policy](#) should be directed to the Equal Opportunity and Title IX Coordinator.

Concerns regarding all forms of discrimination, including sexual harassment and/or sex discrimination in admission/employment should be addressed to the following:

Dr Darren Snyder
Equal Opportunity and Title IX Coordinator
1309 Main Street, Room 204
Moravian University
1200 Main St.
Bethlehem, Pennsylvania 18018
(610) 625-7023
equalopportunity@moravian.edu

Concerns regarding gender and equity in athletics:

Rebecca May

Associate Athletic Director
(Deputy Title IX Coordinator)
109 Johnston Hall
Moravian University
1200 Main St.
Bethlehem, Pennsylvania 18018
(610) 625-7791
mayr@moravian.edu

Concerns regarding the application of Title IX:**U.S. Department of Education**

Office of Civil Rights
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
(215) 656-8541
ocr.philadelphia@ed.gov

Report sexual harassment/sex discrimination online anytime (can be anonymous) at <https://www.moravian.edu/equity-compliance>. The full policy and grievance procedures can be found in the university's [Equal Opportunity, Harassment, and Non-Discrimination Policy](#).

3.2 Grievance Resolution for Faculty Members**3.2.1 Forms of Dispute Involving Faculty**

Appeals of decisions related to tenure and promotion, as described in the Policies and Procedures document, are heard by the Faculty Review Committee (FRC), and the Procedure described in Section 3.2.2 does not apply.

If the dispute is between a faculty member and a student, and the nature of the dispute is not in the purview of the Academic Standards Committee (ASC) or the Discipline Review Committee (DRC), then the matter should be referred to the Director of Human Resources and the appropriate academic Dean for faculty respondents or the Dean of Students for student respondents. If the dispute is between a faculty member and a staff member, including an administrator, then the matter should be referred to the Director of Human Resources. For any titles noted above, those individuals may refer the matter to their designee. Faculty members who are acting as full-time administrators are not considered faculty for purposes of these procedures and instead will follow the procedures outlined in the Employee Handbook (see Section X, Employment Issues and Policies). In each of these cases, the procedure described in Section 3.2.2 does not apply.

3.2.2 Dispute Resolution Among Faculty Members

The Dispute Resolution Group (DRG) encourages faculty members to seek out a liaison if a dispute or uncomfortable situation is complicating their work at the university (see the Policies and Procedures document for information on DRG membership and see AMOS for a list of committee members updated at the start of each academic year). Liaisons support the constructive resolution of disputes among faculty members. A conversation with one or more liaisons is one of the most important forms of support the DRG can offer. The DRG functions as a filter for cases. Liaisons may also offer to accompany those who are party to a dispute to meetings, where and when that form of support would be appropriate.

Faculty members choose which of the four liaisons they would like to contact. They may also ask to work with more than one liaison. Liaisons may direct faculty members to one or more of the following resources, depending on the nature of the dispute and the wishes of those medical who are party to it:

1. The liaison serves as a sounding board for a problem and can help identify the critical issue, formulate a question for further discussion, or simply offer an additional perspective.
2. The liaison may offer to arrange a conversation with those who are party to the dispute.
3. It may be appropriate to arrange a conversation with the Director of Human Resources or their designee. Liaisons can be present for such a conversation if those who are party to the dispute so choose. Records of such meetings are kept by the Office of Human Resources.
4. It may be appropriate to arrange a conversation with the appropriate Associate Provost as well. The Associate Provost can invite the liaison to join the conversation if they choose to do so. Records of the meeting will be kept by the Office of Human Resources.

Liaisons document their cases in the following ways:

- Liaisons contact each other and report that they are meeting with a faculty member who has a concern. The contacted liaison sends an email to the group. No specifics are mentioned. Information is shared on a need-to-know basis or when parties to the dispute request the involvement of specific liaisons, administrators, or a mediator.
- Liaisons do not keep formal records regarding the specifics of conversations with faculty members who approach them with concerns. Notes should be treated as confidential documents.
- Any contact with liaisons regarding a dispute will be counted and categorized, including conversations not resulting in further steps.
- Cases will be counted and categorized in the most general terms to protect confidentiality.

- Liaisons collect general information to be summarized annually. Summaries are stored in the Office of the Provost.
- At the end of the academic year, the DRG shares a summary of its work with the Office of the Provost and the Vice President of Human Resources.

3.2.3 Unresolved Grievance

If, after engaging in the processes-described above, the grievance remains active, then it should be treated as a formal complaint in accordance with the procedures set forth in Section 3.3 below.

3.3 Procedures for Formal Complaints Between Faculty

3.3.1 Formal Academic Complaints

Complaints between faculty members, exclusive of administrative faculty members, that merit the formal procedures outlined herein include: Egregious violation of their employment contract, moral turpitude, incompetence, academic or other forms of misconduct, violation of confidentiality/privacy expectations, or ethical concerns involving faculty who fail to follow the Statement on Professional Ethics found in this handbook or the ethical guidelines of the professional organization in the faculty member's own academic discipline. Claims of false accusations may also be heard through the formal complaint process. In situations that require clarification of these conditions or consideration of them in specific contexts, the Ad-Hoc Grievance Committee (see Section 3.3.3) will be consulted.

Decisions not to renew limited term faculty appointments, decisions not to grant tenure, or other matters that do not expressly constitute dismissal in the faculty handbook, policies, or procedures are not addressed here. Likewise, written comments to faculty members by the TPRC, the Provost, an Associate Provost, or a Dean, made in the course of their normal work, do not constitute the formal discipline addressed in this procedure.

Complaints that are not between teaching faculty follow procedures in the Moravian University Employee Handbook (section 10.9).

3.3.2 Filing a Formal Complaint

Complaints regarding Moravian University faculty shall be in writing and directed to their appropriate Associate Provost or the VP/Dean of the Seminary or their designee (herein all references to the Associate Provost or the VP/Dean of the Seminary also include a designee) whose responsibility it is to address the complaint. The individual making the complaint shall be referred to as the Complainant and the person against whom the complaint is made shall be referred to as the Respondent.

The Associate Provost or the VP/Dean of the Seminary who receives the complaint may consult with another Associate Provost or the VP/Dean of the Seminary if the Respondent is in another College or in the Seminary.

If it is determined by the Associate Provost or the VP/Dean of the Seminary that further action may be needed, they will move forward with the procedures outlined below.

Note: All formal complaints will be acted upon promptly as possible. The university strives to resolve complaints in a timely manner, and where possible, to contain proceedings to a single semester. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but the university will avoid all undue delays within its control. The university will provide written notice to the parties of any significant delay, the cause of the delay, and an estimate of the anticipated resolution timeline.

3.3.3 Determination

The appropriate Associate Provost or the VP/Dean of the Seminary may undertake a preliminary inquiry of the matter but must notify the faculty Respondent within a reasonably prompt time that a formal complaint has been made against them. The notice to the Respondent must be in writing and a copy must be sent to the Provost. When possible, the Associate Provost or the VP/Dean of the Seminary will present the notice and the issues to the faculty member in person. The written notice must include the nature of the complaint and the name(s) of the person(s) making the complaint. In the written notice, the Associate Provost or the VP/Dean of the Seminary will offer to discuss the matter in a conference, giving the faculty member an opportunity to respond.

If the Respondent wishes, they may provide a written response to the matter brought forward by the Complainant. Response must be received within seven (7) business days of the notification of the complaint by the Associate Provost or the VP/Dean of the Seminary.

At any point during an initial assessment or inquiry, if the Associate Provost or the VP/Dean of the Seminary determines that reasonable cause does not exist to support a conclusion that policy has been violated, the process will end, and the parties will be notified. The Complainant may request that the Associate Provost or the VP/Dean of the Seminary review the reasonable cause determination and/or re-open the investigation. This decision is at the discretion of the Associate Provost or the VP/Dean of the Seminary, and the request may be granted only in extraordinary circumstances. In the case of false reporting, see Section 3.3.7.

If the Associate Provost or the VP/Dean of the Seminary determines that there is sufficient merit/reasonable cause, they will contact the Equal Opportunity and Title IX Coordinator in order to arrange for an Investigator(s) to investigate the complaint promptly. The Pool of Investigators ("The Pool") typically includes the Title IX Coordinator/Deputies, Civil Rights Investigators (university employees not otherwise affiliated with the university beyond this role), other university officials, and trained employee volunteers from the university's faculty and staff. The university may also engage trained external contractors as deemed necessary and/or appropriate for any role in the process. A list of Pool members is maintained under the Process A anchor section 7 at <https://www.moravian.edu/policy/harassment-discrimination> and contact information is available in the Moravian Campus Directory.

Once the investigation is complete, the Associate Provost or the VP/Dean of the Seminary reviews the investigative report and makes a determination regarding whether formal proceedings are warranted, including possible discipline or dismissal of the faculty member. The Associate Provost or the VP/Dean of the Seminary may ask the appointed Investigator(s) to further investigate the complaint if they need additional information to make a decision.

If the Associate Provost or the VP/Dean of the Seminary determines that there is not sufficient merit to warrant formal proceedings, the process ends and the Associate Provost or the VP/Dean of the Seminary shall notify the Complainant and the Respondent as soon as possible about the rationale for their recommendation. In this case, the Associate Provost or the VP/Dean of the Seminary may offer the parties other avenues for resolution (e.g., mediation). Alternatively, if the Associate Provost or the VP/Dean of the Seminary recommends that formal proceedings should be initiated, they will formulate a statement of the issues with a rationale for appointing an Ad-hoc Grievance Committee to render a determination of responsibility and any associated discipline or recommendation for dismissal.

The Associate Provost or the VP/Dean of the Seminary will contact the Equal Opportunity and Title IX Coordinator who will appoint the Ad-hoc Grievance Committee, which will be made up of three (3) members (exclusive of members of the Tenure, Promotion, and Review Committee and the Faculty Review Committee) from the Pool of trained individuals described above. The members will be free of bias and conflict of interest, as determined by the potential committee member, the Complainant, and the Respondent. The Complainant and the Respondent can reject no more than two potential committee members each. The Provost, in cooperation with the Equal Opportunity and Title IX Coordinator, reserves the right to finalize the membership of the Ad-hoc Committee. These individuals will be separate from those assigned as the Investigator(s). If the case involves potential dismissal of a tenured faculty member, the Ad-hoc Grievance Committee must contain three tenured faculty members from the Pool.

3.3.4 Status of the Faculty Member

Pending a final decision concerning discipline or dismissal, a faculty member shall not normally be relieved of duties. If, however, the Associate Provost or the VP/Dean of the Seminary finds that substantial harm to the university or significant risk to a member of the Moravian community may result if a faculty member continues in their position, they will immediately contact the Provost in order to determine whether a faculty member should be relieved of all or a portion of their duties in the interim. In this case, salary will continue at least until a final decision is reached.

In the case of probationary faculty, the Provost may issue a revocable notice of dismissal to a faculty member if it appears that the case will not be resolved before the date by which the university must notify a faculty member of non-reappointment or else provide another year of employment. Such notice of dismissal may be revoked if the case is dismissed or disciplinary action other than dismissal is decided upon.

3.3.5 Administrative Hearing

The Ad-hoc Grievance Committee will proceed by considering the Associate Provost or the VP/Dean of the Seminary's statement of the issues, the Investigator's report, and any statements that were provided by the Complainant and the Respondent.

The Ad-hoc Grievance Committee first examines the evidence, without privileging either the Complainant's or the Respondent's position. The committee makes a determination of whether or not the Respondent is responsible or not for violating policy based on the preponderance of evidence. If the Respondent is deemed not responsible, then the case will be dismissed. If the Respondent is deemed responsible, the Committee may request information about prior conduct from the Office of the Provost and/or the Office of Human Resources. The Committee will then determine disciplinary action, recommend dismissal of a term or probationary faculty member, or recommend dismissal of a tenured faculty member to the Provost (see below). The Ad-hoc Grievance Committee will make a decision by majority vote on the basis of the materials submitted, with votes recorded but not attributed.

Examples of disciplinary actions may include required training(s) or education, workplace reassignment, or a reporting structure change.

Note: A recommendation to dismiss a tenured faculty member may only be made by an Ad-hoc Grievance Committee made up entirely of tenured faculty members.

The Ad-hoc Grievance Committee will submit a confidential written report to the Associate Provost or the VP/Dean of the Seminary, the Provost, the Complainant, and the Respondent within a reasonable time. The report will indicate (a) whether or not they find the Respondent responsible on each of the issues laid out in the statement of issues by the Associate Provost or the VP/Dean of the Seminary; and (b) if responsible, the disciplinary action assigned, or a recommendation for dismissal of the violating party. If the vote is for dismissal, a final decision will be made by the Provost.

In the event of recommended dismissal, the Provost shall review all of the materials, including the report by the Ad-hoc Grievance Committee, and render a decision within a reasonable time. The Provost may decide to uphold the recommendation for dismissal or determine a lesser disciplinary action. In either case, a report will be issued to the Associate Provost or the VP/Dean of the Seminary, the Ad-hoc Grievance Committee, the Complainant, the Respondent, and the President.

3.3.6 The Appeals Process

Within ten (10) business days after receiving official notification of the Ad-hoc Grievance Committee's decision, and in the case of a disciplinary decision other than recommendation of dismissal, a faculty member may appeal the decision to the Provost.

In this situation, appeals are limited to the following grounds: (a) Procedural irregularity that affected the outcome of the matter; (b) New evidence that was not reasonably available at the time the determination was made and that could affect the outcome of the matter; (c) The sanction(s)/corrective action(s) are substantially disproportionate to the severity of the

violation(s) and/or cumulative conduct record of the Respondent; or (d) The Equal Opportunity and Title IX Coordinator, the Investigator(s), or any member of the Ad-hoc Grievance Committee had a clear conflict of interest or substantiated bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

In the case of recommended dismissal by the Ad-hoc Grievance Committee, the Provost's decision for dismissal would be appealed to the President if on procedural grounds alone. The President's decision is final in this case. If the appeal on the dismissal charge is on grounds other than procedural grounds (see above categories), then the appeal would typically be heard by an Ad-hoc Grievance Appeals Committee, which is a new 3-member committee created from the Pool of trained (and tenured) faculty. If this group again finds responsibility, their recommendation will go to the Provost, and the Provost's decision will be final and reported to the President.

In the written appeal request, the faculty member must address the substantive and/or procedural grounds of the appeal, and, if appropriate, supply any new evidence to the Provost or President with the appeal.

If there is no response from the faculty member within ten (10) business days of the official notification, the decision of the Ad-hoc Grievance Committee becomes final and an appeal will not be considered.

3.3.7 False Accusations

The university takes seriously any accusations made against another employee. Should it be determined that an employee willfully made a false report, willfully contributed false information to an ongoing investigation, or, in any way, interfered with the integrity of a report or the related investigation, the employee is in violation of university policy. In these circumstances, the university reserves the right to take disciplinary action, up to and including dismissal from employment.

3.3.8 Publicity and Records

To protect both the university and the faculty member(s), those involved in these procedures must not disclose information related to the review process unless authorized to do so by the Provost or their designee. Participants in the review process shall not separately maintain records or notes.

If a proceeding is terminated by the university or if a Respondent is found not responsible, all records of the investigation and/or proceedings will be kept secured and in accordance with the institutional record retention policy by the Office of Human Resources and the Office of the Provost, but not in the faculty member's personnel file.

In the event of discipline or dismissal, a record of the outcome of the investigation and proceedings will be kept in the personnel file residing in the Office of Human Resources and the Office of the Provost.

All records of false accusations will also be retained in the Office of Human Resources and the Office of the Provost.

3.3.9 Supportive Measures

Both the Complainant and the Respondent have the right to be protected from harassment, discrimination, and retaliation throughout the entirety of the grievance process. Moravian University will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to restore or preserve the parties' access to the university's education program or activity, including measures designed to protect the safety of all parties and/or the university's educational environment, and/or deter harassment, discrimination, and/or retaliation.

Upon receiving a written complaint, the Associate Provost or the VP/Dean of the Seminary will work with the Equal Opportunity and Title IX Coordinator or their designee to make supportive measures available. The Equal Opportunity and Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account regarding supportive measures that are implemented. Supportive measures are likewise made available to the Respondent, once put on notice by the Associate Provost or the VP/Dean of the Seminary.

Moravian University will implement supportive measures in a way that does not unreasonably burden the other party, will ensure as minimal an academic/occupational impact on the parties as possible, and will maintain the privacy of the parties to the degree possible in providing the measures. It should be noted that the Equal Opportunity and Title IX Coordinator is a Campus Security Authority (CSA) under the Clery Act and reports required statistical data (no personally identifiable information) to the Moravian University Police Department for inclusion in the Daily Crime Log and Annual Security Report (ASR).

Supportive measures may include, but are not limited to:

- Referral to the Employee Assistance Program
- Referral to community-based service providers
- Visa and immigration assistance
- Education to the campus community or community subgroup(s)
- Altering work arrangements
- Safety planning
- Providing campus police escorts
- Providing transportation accommodations
- Implementing contact limitations (including no contact orders) between the parties
- No Trespass orders (Moravian University Police Department)
- Timely warnings to campus (under Clery Act)
- Increased security and monitoring of certain areas of the campus

- Any other actions deemed appropriate by the Equal Opportunity and Title IX Coordinator

The university's Equal Opportunity and Title IX page provides additional details about [support resources](#). Potential violations of no contact orders (NCOs) are referred to the Office of Human Resources for resolution and action as appropriate. MUPD enforces "No Trespass" orders.

3.3.10 Privacy

Every effort is made by the university to preserve privacy. Moravian University will not share the identity of any individual who has made a report or complaint of harassment, discrimination, or retaliation; any Complainant, any individual who has been reported to be the perpetrator of sex discrimination; any Respondent, or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law; or to conduct any investigation, hearing, or grievance proceeding arising under these policies and procedures.

Moravian University reserves the right to determine which university officials have legitimate educational interest in information obtained under this policy. Only a small group of officials who need to know will typically be told about the complaint. These officials include but are not limited to the appropriate individuals in Academic Affairs and the Office of Human Resources as appropriate to the situation. Information will be shared as necessary with Investigators, Decision-makers, witnesses, and the parties. The university strives to preserve the parties' rights and privacy.

4 Professional Responsibilities and Procedures

4.1 Faculty Teaching Responsibilities

4.1.1 Course Unit for Undergraduate Classes

Moravian University undergraduate programs use a course unit system intended to emphasize the *mastery of subject matter*. A unit of instruction includes a combination of lecture, discussion, recitation, group and individual projects, and studio/laboratory work. Moravian University courses vary in the number of scheduled meeting hours, often based on disciplinary differences. For faculty in most departments, for the purposes of computing faculty load, a one (1) unit undergraduate course counts as four (4) credit hours.

According to the institution's policy on credit hours/course units and contact time:

- Full unit undergraduate courses must include at least 174 hours of work, including "seat time," out of class meetings/work/field work/clinicals, and related academic activities.
- Half-unit undergraduate courses must include at least 87 hours of work, as specified in the definition.

- Quarter-unit courses must include at least 44 hours, as specified in the definition.

4.1.2 Course Unit for Graduate Classes

All graduate courses are measured by credit hours, and must include at least 44 hours of work for each credit received. For faculty in most departments, for the purposes of computing faculty load, a three (3) credit hour graduate course counts as one (1) unit toward faculty teaching load.

4.1.3 Full-Time Teaching Load

The normal teaching assignment for full-time tenured or tenure-track faculty members on academic-year appointments is six (6) course units, totaling 24 credit hours during the academic year. Twelve (12) month tenured or tenure-track faculty members teach the equivalent of eight (8) course units, or 32 credit hours, annually.

The normal teaching load for full-time Clinical Professors, Professors of Practice, and lecturers on academic-year appointments is the equivalent of eight (8) course units, totaling 32 credit hours during the academic year. Twelve (12) month Clinical Professors, Professors of Practice, and lecturers teach the equivalent of ten (10) course units, or 40 credit hours, annually.

For the Rehabilitation Sciences, faculty are expected to teach 150 contact hours in the Fall and Spring semesters and 100 contact hours in the Summer.

Classes may be assigned in the day or evening sessions of the university, online, or occasionally at off-campus or other locations apart from the Bethlehem Campus(es).

4.1.4 Additional Contributions to Teaching Load

For certain classes or disciplines, teaching load is different from a “course unit” as described above:

- Generally, for a lecture with a lab component, the lecture portion (regardless of the number of class meetings) contributes .75 units (3 credit hours), a single 3-hour lab session contributes .75 units (3 credit hours), and a single problem session contributes .25 units (1 credit hour) toward faculty teaching load.
- For a computer science course with a laboratory session, a lecture section contributes 1 unit (4 credit hours) and a 2-hour lab section contributes .5 units (2 credit hours).
- For a nursing course with a clinical component, the lecture portion, including problem sessions (where applicable), contributes 1 unit (4 credit hours) toward load. One clinical group (up to 8 students) contributes 2 units (8 credit hours) toward faculty teaching load.
- For student teacher observation, when the observer is not also team-teaching the seminar, each student being supervised contributes 1/3 of a unit toward faculty teaching load. When the observer is also team-teaching the seminar, each of the first four students being supervised contributes 1/4 of a unit toward teaching load. Each student beyond the first four contributes 1/6 unit toward faculty teaching load.

- For adjunct faculty covering student teaching or pre-student teaching observations, they will be paid the appropriate portion of an adjunct stipend, based on the calculations shown above.
- For pre-student teaching observations, each student being supervised contributes 1/8 of a unit towards faculty teaching load.

4.1.5 Overload Teaching

Overload teaching for extra compensation is only permitted when staffing cannot be accomplished using regular course load assignments. **Payment for overload teaching (in terms of credits or units) is at the part-time (adjunct) rate.** Overloads may occasionally occur due to over-enrollment in certain classes. Untenured faculty are particularly discouraged from teaching overloads.

4.1.6 Supervision of Independent Study, Independent Research, Honors, and Independent Study

(1) 1/10 course unit for each semester-long SOAR or full unit independent study/independent research project (prorated to 1/20 for each half unit independent study/independent research project)

(2) 4/10 [2/5] course unit for a year-long Honors project (prorated to 2/10[1/5] for each completed semester of Honors which is not converted to an independent study)

(3) 1/12 course unit for each full-unit individualized study (catalog replacement)-

Payment for this independent work happens at the conclusion of the term in which it occurred. Faculty are not permitted to "bank" the credit towards a course release.

4.1.7. Summer Expectations for Faculty

For faculty on a 9-month teaching appointment, teaching loads typically occur during the fall and spring semesters only. That said, there is work connected with preparing for the semester and wrapping up the semester that may begin before or extend beyond the official dates of those terms. Such work includes, but is not limited to:

- welcoming, onboarding, and mentoring new faculty and staff (including adjunct faculty);
- preparing syllabi and course materials;
- preparing and organizing labs and studios, or cleaning up at the end-of-term;
- ordering supplies, materials and textbooks;
- updating specialized software;
- grading and submitting final grades;
- managing incomplete grades;
- responding to grade appeals and questions regarding grades;
- advising students, particularly students who have not yet registered for the next semester of study;
- reviewing and/or completing graduation audits and applications;
- participating in school/departmental annual evaluation review committees;

- reading, commenting on and voting on items for committees (ex., Academic Standards Committee, IRB, GPC, and APPC) and for items that emerge outside of faculty meetings (items requiring a faculty vote that cannot wait until the Fall Term);
- reading, commenting on and voting on items for department or school committees that cannot wait until the fall term (accreditation, curriculum documents, etc.);
- and engaging in professional development.

Accordingly, a 9-month teaching appointment typically includes faculty engagement with the campus community the week before the start of the fall and spring terms, and up to a week after the submission of grades for either of those terms.

Student emails and requests for assistance often come at unpredictable and unexpected times, including over the summer months, winter term, spring and fall breaks, as well as when the university is closed for holidays and the winter break. It is reasonable for students to expect that a faculty advisor will acknowledge receipt of their messages within 72 hours, by providing a response or referring them to another faculty member or a dean who can help them in those intervening times. Faculty who will not be available to respond to students must place an out-of-office message on their email, providing specific direction to such inquiries, including the contact information of a dean, department chair, or program director who is available to respond.

Professional development outside of the Fall and Spring semesters is normally considered optional, except when it is required in order to teach certain programs or in order to be approved to teach certain programs. Under these circumstances, additional faculty compensation may be provided.

5 Faculty Leaves

What follows contains information that pertains to full-time faculty members only. For complete information on employee benefits, see the Employee Handbook.

The University recognizes three types of leave that are available to full-time faculty members: (a) e/health leave, (b) unpaid leave for personal reasons or for temporary professional service outside of the University, and (c) sabbatical / academic leave for professional development activities. In all cases, it is understood that a leave of absence implies that the faculty member intends to return to the University at the conclusion of the approved leave period. A leave of absence of one (1) full year or more will not be counted toward a probationary tenure-track faculty member's eligibility for tenured status. Thus, the tenure clock is extended for an equivalent period.

5.1 Medical/Health Leave

Faculty leave of absence/FMLA may be granted for any applicable [FMLA Qualifying Reasons](#). If the faculty member does not qualify for FMLA due to eligibility reasons, the faculty member may request a leave of absence pursuant to this Section 5.1. A medical/health leave is coordinated through Human Resources in accordance with the policies outlined in the Employee Handbook. Notice of such leave should be given to Human Resources as promptly as possible.

5.2 Unpaid Leave for Personal or Professional Reasons

Faculty members may apply for an unpaid leave of absence for up to one (1) year. A leave of absence of this type will normally be granted for personal or professional reasons when: (a) the applicable department/school/college is able to make appropriate arrangements to cover all of the responsibilities of the faculty member during the period of leave, (b) the faculty member, at the time of requesting the leave, is committed to returning to the University after the leave ends, and (c) the leave does not create an undue hardship for the University. Faculty members requesting leave must submit an application to the Provost's office at least two (2) months prior to the start of either the fall or spring semester preceding the proposed leave to allow the University sufficient time to make a determination. Each application is decided upon its individual merits after consideration of the criteria ((a)-(c)) set forth above. When a leave of absence is granted, a faculty member will be asked to provide a good faith commitment by a given deadline stating an intent to return. The University will not guarantee reappointment or maintain a tenured appointment if the commitment is not received by the deadline. Unpaid leaves pursuant to this Section may not be granted more than once every four years.

5.3 Sabbatical /Academic Leave

The purpose of a sabbatical leave is to engage in one's scholarship or creative activities without teaching and service responsibilities as a means for continuing professional growth. A faculty member whose application for a sabbatical leave is approved will receive a grant of full salary for one (1) term, or half (½) salary for a two (2) term academic year or twelve (12) month appointment period.

Faculty members are eligible for a sabbatical leave if they have served the university for a minimum of six (6) years and are at the rank of tenured Associate Professor or Professor by the start of the leave.

Faculty members may submit an application for a sabbatical leave in the Spring of the academic year during which they are being considered for tenure if they will have served the university for a minimum of six (6) years by the start of the leave. Approval of the sabbatical leave in these cases will be contingent upon the successful granting of tenure.

Eligible faculty members may apply for a sabbatical leave every seven (7) years. That is, each sabbatical experience must be preceded by six (6) full years of service to the university.

For university faculty, an application for a sabbatical leave must be submitted to the Office of the Provost by April 1, two academic years prior to the intended sabbatical academic year. For example, a faculty member applying for leave for the 2027-2028 academic year must submit an application by April 1, 2025.

The following conditions govern procedures for submission and approval of applications for sabbatical leave:

- Applications shall include a statement describing in detail the project that the applicant proposes to pursue, including such information as the nature of the project, area and purpose of study and/or research, institutions to be attended, and/or places to be visited. See Appendix F for specific guidelines for sabbatical applications.
- Applications shall also include a report of the faculty member's last sabbatical, if any, including the proposal with an indication of outcomes.

- The applicant must submit, in writing, a statement that they intend to return to Moravian University upon the completion of the sabbatical leave.
- The applicant agrees to write a full report covering all major activities and accomplishments undertaken during the sabbatical leave time. This report will be presented to the Provost no later than one month after the start of the semester following the sabbatical leave. This document will become part of the faculty member's permanent evaluation file in the Office of the Provost.
- Faculty will arrange for a public presentation of their sabbatical work during the semester or the academic year after their leave.

Each application for a sabbatical leave is reviewed by the Tenure, Promotion, and Review Committee, and their recommendations are submitted to the Provost who makes the final decision.

For any year in which there are more applicants than can be accommodated, preference will be given to those faculty whose leave offers the greatest benefits to the individual and to the university.

Faculty members whose sabbatical application has not been granted may reapply the following April.

For Seminary faculty, an application for a sabbatical leave must be approved by the Seminary Board of Trustees at its spring meeting. Normally, applications are made at least one academic year ahead of the requested leave (e.g., Spring of the 2025-2026 academic year for Fall or Spring of the 2026-2027 academic year).

Seminary faculty should use the sabbatical application found in Appendix F and should submit their sabbatical applications to the Vice President and Dean of the Seminaries who will make a recommendation to the Seminary Board of Trustees. Seminary faculty must submit a written statement committing to serve the Seminary for a two-year period following sabbatical leave or, in case of failure to serve, to reimburse the Seminary at the rate of half the amount of the grant for each year following return from leave for which they failed to serve. The applicant agrees to present to the Vice President and Dean of the Seminaries a full report covering major activities and accomplishments of the year of the leave. The report will be reviewed by the Seminary Board of Trustees' Academic Program Committee.

5.4 Benefits During a Faculty Leave of Absence

A faculty member on a fully paid leave will receive the current university percentage retirement contribution on the actual salary paid during the leave and will continue to receive coverage under health insurance and disability insurance and the university's portion of term life insurance. Faculty members on leave and receiving partial salary will continue to receive coverage under health insurance and disability insurance and the university's portion of term life insurance, but the retirement contribution will be a percentage of the reduced pay rather than the full pay.

In cases of a leave without salary and benefits, the faculty member may discuss with the Human Resources Office the option for continuation of health care coverage or participation in additional specific benefit programs by making the appropriate payments for such continuation or participation during the leave period.

Appendix A: Adjunct Faculty

1. Conditions of Employment

1.A.1 Initial Appointment

Recommendation for employment as an adjunct faculty member is made by the Chair of the department or program in which he/she/they will be teaching. The recommendation is made to the appropriate Dean and must be accompanied by a recent curriculum vita. A letter of appointment is sent electronically prior to the start of the relevant term. This letter should neither be implied nor construed to be an employment contract. Rather, it is intended to merely reaffirm our offer of employment. It should be signed and returned to the office of the School/Seminary Dean. Additional employment paperwork will be sent electronically to the new adjunct faculty member, all of which must be completed before the start of employment. The institution reserves the right to run a background check or reference check on any person seeking potential employment.

1.A.2 Reappointment

After the initial appointment, those re-appointed in subsequent terms will receive a letter which states the course(s) to be taught, days and times, and salary.

1B. Teaching Load

A course unit is a measure of academic credit equivalent to four semester hours. Adjunct faculty may teach up to 3 units in one term, not to exceed 8 course units over a calendar year (including Fall, Spring, Winter, and all Summer terms).

1C. Adjunct Faculty Rank and Salary

Adjunct faculty are ranked and paid on a five-tiered scale, which is based on a person's level of education and years of experience. Pay is on a per-course basis, except with regard to student teaching supervision, which is paid on a per-student basis with each student supervised counting as 1/6 of a course unit. Definitions that guide the assignment of compensation levels are:

- Level 1: Graduate assistant
- Level 2: No doctorate degree or other terminal degree (as determined by discipline) and less than ten years full-time or part-time teach experience
- Level 3: Doctorate degree or other terminal degree (as determined by discipline) and less than six years full-time or part-time teaching experience, or Master's degree, and 10 or more years of full-time or part-time teaching experience or significant work experience in the area of specialty in which they are teaching (equivalent of assistant professor)
- Level 4: Doctorate degree or or other terminal degree (as determined by discipline) and more than six years full-time or part-time teaching experience (equivalent of associate professor)
- Level 5: Doctorate degree or or other terminal degree (as determined by discipline) and more than fourteen years full-time or part-time teaching experience (equivalent of Professor)

Upon recommendation of the department Chair, and with the approval of the appropriate Dean, adjunct faculty may be promoted within the 5-tiered ranking. Adjunct faculty are not eligible for tenure.

If during any Fall, Spring, Winter, May, or Summer term, the enrollment in an undergraduate course numbers fewer than 10 students (8 students for graduate courses), pay may be prorated. In consultation with the department Chair and appropriate Dean, the instructor may choose to cancel the class rather than accept prorated compensation. (Note: Whether or not to prorate is based on the number of tuition-paying students enrolled and does not include students enrolled with free tuition due to employment benefits.)

For instruction of a writing-intensive course in a specified major, adjunct faculty are paid an additional stipend. A minimum of 10 students is required for the WI stipend.

Compensation is also given to adjuncts for supervision of independent studies, internships, and/or Honors projects on a per student basis.

1.D. Salary Payment

Adjunct salaries are paid in 8 installments, every two weeks during the Fall and Spring terms. Salaries for those teaching in the May Term, Winter Term, or Summer terms are paid in two installments. The exact pay and pay schedule will be stated in the appointment/reappointment letter. Compensation for supervision of independent study, field study, and an Honors project is made in the final paycheck of the term of instruction.

2. Professional Responsibilities and Procedures

2.A. Adjunct Offices and Office Hours

All adjuncts providing instruction are expected to be available each week by holding regular office hours. Each instructor must clearly identify for students at least one hour each week per course or section during which time they will be available to meet with students. It should be clear to students how they are to attend office hours; students should be informed of the location or online link for in-person or virtual office hours. With regard to office space, please consult with the Department Chair about available space that can be used.

2.B. Contact Information

Adjunct faculty are also required to include on their syllabi the preferred means for students to contact them (Moravian email, voice mail, home phone, other phone number), as well as the office location and office hours. All written communications regarding course materials, course content, and grades must be communicated using the instructor's moravian.edu email, as well as the student's moravian.edu email. Personal emails are not considered FERPA compliant.

3. Special Policies for Artist-Lecturers in Music

1. All students receiving private studio instruction in music in institutional facilities must be registered through the Moravian University Music Institute. Exceptions to this policy must be approved by the Chair of the music department, in consultation with the Provost.
2. Studio space is provided to all artist-lecturers in music. Please speak to the department Chair about space.
3. Artist-lecturers are obligated to make up any lessons which they cancel. They are not obligated to make up lessons canceled by the students.
4. Payroll generally follows the policies outlined in section XX. However, in order to be paid for lessons, artist-lecturers must submit proper lesson confirmations to the secretary of the Music Institute by the dates announced.
5. Artist-lecturers teaching lessons to University students for credit must distribute studio instruction evaluation forms, available in the Music Department office, at the end of each term.
6. Artist-lecturers teaching music majors must participate in the end-of-term juries each fall and spring term. Absences must be cleared in advance by the department Chair. Participation on a jury panel replaces the 13th week of lessons for music majors.
7. Artist-lecturers in music are ranked on a 3-tiered (rather than 5-tiered) salary scale, as determined by the department Chair for Music in consultation with the music department Chair.
8. Use of studios, practice rooms, and concert halls for personal reasons or professional duties not explicitly tied to Moravian University or the Moravian University Music Institute is strictly prohibited. All non-scheduled use of music department facilities must be approved in advance by the department Chair for Music, and must be arranged with the facilities coordinator for music.
9. Because students under the age of 18 often take lessons through the community lesson program at Moravian, candidates for a position as an artist-lecturer at Moravian University must submit to a criminal background check prior to the offer of employment by the institution.

Appendix B: Annual Report of Teaching, Scholarship, and Service (ARTSS)

Name:

Title/Rank:

Department/School/Academic Unit:

Academic Year for Evaluation:

PART I. Statement of Past Activities (SPA): *Please report on your activities since your last review.*

Teaching Performance (Please provide a summary table of course evaluation statistics)

List the courses you taught each semester, as well as the independent studies and honors projects you supervised. Reflect on your teaching performance, including pedagogical practices and evaluations.

Activities as a Scholar or Artist

List your scholarly or artistic achievements (e.g., publications, performances, presentations, grant-funded research). Reflect on your scholarly accomplishments and activities.

Service to the University

List the program and/or department, university, professional, and community service, including any committees on which you served. Reflect on your service contributions.

Note: Tenure-track faculty must provide supporting documentation described in Section 2.6.3.

PART II. Statement of Future Plans (SFP)

This explanation of future work should be constructed to utilize your education, skills, and talents as they relate to the missions and needs of the department, academic unit, school, and/or the university. Your future performance will be measured within the context that you provide. The Chair or appropriate Dean will determine the appropriateness of the stated plans.

Teaching Plans

List your plans for teaching during the next academic year.

Scholarly and Artistic Plans

List your plans for scholarly and artistic projects during the next academic year.

Plans for Service

Describe your plans for service to the University for the next academic year.

Please provide a narrative self-evaluation.

TO BE COMPLETED BY THE ADMINISTRATIVE LEADER OF THE ACADEMIC UNIT

Comments for the record:

Approval of future plans YES NO

If “no,” please briefly explain and then work with the faculty member to revise the plans. See Section 2.11 if an improvement plan is needed.

Chair signature:

Faculty member signature:

Appendix C: Signature Page for Reviews, Tenure, and Promotion

This signature page should be used for periodic reviews, midterm reviews, tenure and promotion application files.

SIGNATURE FORM FOR FACULTY TENURE, PROMOTION, AND REVIEW (Revised 6/2022)

Faculty member under review:

School/Department:

—

For committee members: By signing below, I state that I have read and **agree** with the attached summary and/or recommendation.

Name	Signature	Date

For committee members: By signing below, I state that I have read and **disagree** with the attached summary and/or recommendation and have written a letter indicating the substance of my disagreement.

Name	Signature	Date

For the faculty member under review:

I have read the review by my evaluation committee. I plan / do not plan (**circle one**) to submit a response by the date/timeline indicated in the Faculty Handbook.

Name	Signature	Date

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Appendix D: Response Form to the Annual Report of Teaching, Scholarship, and Service (ARTSS)

Faculty name:

Department:

Rank:

Date:

Teaching

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations

Scholarship and Artistic Activities

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations

Service

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations

Any known disciplinary actions over the past year?

Discussed by Chair/Dean and faculty member:

Chair or Dean Signature:

Date:

Faculty Signature:

Date:

Received and reviewed by:

Associate Provost or Vice President and Dean of the Seminary Signature:

Date:

Appendix E: Sample Student Evaluation Tables

Below are samples of statistical summary tables to be submitted to UTPR for Midterm, Tenure, and Promotion reviews.

Old evaluation form (evaluations from Fall 2017 and earlier)

	Fall 20XX			Spring 20XX			Fall 20XX			Spring 20XX			Fall 20XX		
Course number	101	201	301	101	201	301	101	201	301	101	201	301	101	201	301
Number of students	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Response rate	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
The instructor was prepared.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
The instructor challenged me to think about the material.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
The instructor communicated effectively with the class.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
The instructor was respectful of students' ideas.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
The instructor graded students fairly.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
In general, the course was taught very well.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
I worked hard in this class.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0

Active participation was encouraged in this class.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
I discussed the material from this course outside of class with other students.	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0

New Evaluation Form (evaluations beginning Spring 2018)

		Spring 2018			Fall 2018			
Course number	<i>FYWS</i>	101	201	301	FYWS	101	201	301
Number of students	<i>Fall 2017</i>	25	25	25	25	25	25	25
Response rate	<i>See below</i>	100%	100%	100%	100%	100%	100%	100%
Compared to other courses you have taken at MC, how much have you learned in this course?		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Course objectives were clear.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Assignments and course activities supported the objectives.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Assignments and other work expectations were clearly articulated.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Materials were distributed in a timely, organized fashion.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Thorough, constructive feedback was provided on my work.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Feedback was provided in a timely manner.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
The course contributed to my ability to think critically.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
I was encouraged to participate and share my ideas.		5.00	5.00	5.00	5.00	5.00	5.00	5.00

My ideas were respected, even if challenged at times.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
I developed new insights and perspectives on the subject.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
I thought about or discussed the substance of the course outside of class.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
The instructor communicated effectively during discussions, activities, and/or lectures.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
The instructor was accessible outside of the classroom.		5.00	5.00	5.00	5.00	5.00	5.00	5.00
FYWS Specific Questions Below								
	FYWS Fall 20XX				FYWS Fall 20XX			
My ability to critically read course materials has improved.	7.00				7.00			
My ability to develop a clear and cohesive argument with persuasive appeals has improved.	7.00				7.00			
My ability to develop and pursue a research question has improved.	7.00				7.00			
My ability to find valid research materials has improved.	7.00				7.00			
My ability to use research to answer a research question and support an argument has improved.	7.00				7.00			
My ability to correctly cite sources has improved.	7.00				7.00			
My ability to write in different genres for different audiences and purposes has improved.	7.00				7.00			
Creating drafts was valuable.	7.00				7.00			
Opportunities to revise my writing were valuable.	7.00				7.00			
Participating in peer review was valuable.	7.00				7.00			
Conferences with my professor were valuable.	7.00				7.00			
Working with the Writing Fellow was valuable.	7.00				7.00			
Working with a tutor in the WC was valuable.	7.00				7.00			

Reflecting on my learning was valuable.	7.00				7.00			
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Appendix F: Guidelines for Sabbatical Proposals

I. Overview

A sabbatical is a focused time for faculty scholarship or creative exploration in one's field. It provides the opportunity for faculty to learn, develop, or enhance understanding or skills that will improve the applicant's scholarly or creative competence. As this is a scholarly endeavor for which the university is providing salaried support, applications for sabbatical leaves must make clear the planning, preparation, and potential for a successful outcome.

This appendix highlights the elements of a well-prepared sabbatical proposal. For your proposal, keep the following general guidelines in mind:

1. Demonstrate **planning and preparation** that you have undertaken that will help you to achieve your sabbatical goals, and be sure you have a **specific project** that can be completed during your leave time.
2. The proposal itself should be well-written and **geared toward review by the Tenure, Promotion, and Review Committee**, which is a committee of individuals who likely are not specialists in your research area. Be sure to convey the relevance of your project to a general academic audience.
3. Be sure to address all **elements of the application** in the order listed below.
4. Your proposal should **not exceed 6 pages**, excluding references and other supporting documents.

II. Application Content:

- A. **Descriptive Title for the Project**
- B. **Goals and Objectives**

Present a broad explanation of your project written for a general audience. In writing this section, keep the following points in mind:

- What is your idea, and what is it that you propose to do?
- What are your goals and/or desired results or outcomes of the proposed work?

C. [Background and Significance of Project](#)

This section should provide the relevant background information for a non-specialist to understand your project. We offer the following guideline:

- Why is this scholarship or creative exploration interesting/significant in the context of your field? Specifically, discuss scholarship beyond your own work.

Depending on the standards of your discipline, this section can take the form of a literature review, a comparison to similar projects, a description of how this fits within the broader dialogue or artistic tradition, or how it will improve your professional competence.

D. [Relevant Preparation](#)

This section should outline and/or demonstrate the planning and preparation that has already been done toward the completion of your sabbatical project. We offer the following guidelines:

- Show that you are/will be ready to do the proposed work. Speak to the preparations (e.g., prior experience, expertise, connections that you have established) that you have made to this point. If a book is being written, append an outline or table of contents to demonstrate that groundwork has been laid.
- Sabbaticals may be used to move into new areas or initiate larger projects, but in these cases it is necessary to explain briefly how you will approach this change from your previous work. If the proposed line of scholarship or creative activity represents a new focus from previous work/accomplishments as evidenced in your CV, please explain how you are prepared for this new endeavor.

E. [Project Plan](#)

In this section you will explain how you will actually do the work. This section may include details relevant for experts in your field but try to keep the non-specialist reader in mind. A key point is to explain why the scope of this project requires time away from teaching and service responsibilities. Many successful proposals will specifically address the following (as appropriate):

- How will you do what you propose?
- What specific activities will you engage in?
- Be sure to relate this plan directly to your Goals and Objectives (#2 above).

- Explain whether you can obtain external funding for your project and, if so, how you will do so.

F. [Timeline](#)

This section is often neglected but it need not be a burden on the applicant. An artificial timeline (e.g., “I will write xx many pages per day”) is not a valuable exercise for the applicant or the reader; however, it is reasonable to assume that various aspects of the project will take different amounts of time. This section should demonstrate that you have thought about how long these activities should take in the context of your field.

Use the following guiding ideas:

- Present your proposed timeline. Feel free to use a list, table, or line representation depending on what makes sense for you.
- Describe to people unfamiliar with your work how long you anticipate certain activities will take.
- Explain how your project plan fits into the available sabbatical time.
- Indicate clearly what, if any, portions of the proposed timeline will have been achieved before the sabbatical time itself, and what will be done during the sabbatical.

It can be helpful to the reviewers to include the planned activities of any “bookend” summer semesters in your timeline to demonstrate the long-term planning/preparation for your project.

G. [Benefit to one’s own or other academic units](#)

In a short paragraph, tie your project into other aspects of your work on campus. A clear relationship between the proposed sabbatical leave and a proposer’s academic unit shall be demonstrated. These connections are often easily made and the applicant need not write extensively here. The connection may be (but is not limited to) one of the following:

- Does the proposed work connect to your teaching or pedagogical development?
- Does it connect to your current or a developing scholarly trajectory?
- Does it have a positive impact on other units in an interdisciplinary way?

III. **Supporting Documents:**

1. [Current Curriculum Vitae.](#)

2. Report of last sabbatical, if applicable.
3. Other supporting documentation may include:
 - Book outline or table of contents in support of #5 above, if applicable.
 - Bibliography or reading list.