

2016-2017

Moravian College Faculty Handbook

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1 The Moravian College 2015-2020 Strategic Plan

1.1 Preamble

The Moravians who founded Moravian College boldly challenged the status quo with a vision of a more humane world rooted in traditional virtues and personal reflection. Moravian College grew out of several Moravian schools that were innovative in their teaching methods and revolutionary in their inclusion of women, the underprivileged, 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 College has also been stimulated by the synergy of contrasting ideas to pursue fresh endeavors rooted in a traditional liberal arts core.

The history of Moravian College offers many examples of convictions and achievements that inspire the 2015- 2020 strategic plan. In addition to educating women and learning Native American languages, Moravian educators embraced advances in science and technology. Music and visual arts were integrated into instruction. Moravian College has a proud heritage of educating first generation college students and preparing men and women of all ages for productive and meaningful vocations. This strategic plan now directs the undergraduate college, the theological seminary, and the Comenius Center towards a constantly renewing realization of its heritage.

1.2 Moravian College 2020

From its early roots as the sixth oldest college in America and the first school to educate women, Moravian College has been a pioneer. Rather than simply following the history of others, Moravian College innovates and provides what students and society need most. This revolutionary spirit finds its way into all aspects of the college and transforms the student. Whether in the undergraduate day program, the Seminary, or the Comenius Center, students will have an experience that will forever change who they are and who they will become.

Moravian College's revolutionary student experience is focused on creating a community of learners where students work closely with professors to develop the skills and habits of mind of the liberal arts and integrate them into professional careers through experiential learning. By focusing on the skills of communication, quantitative and qualitative analysis, teamwork and leadership, ethical reasoning, global awareness, and

critical thinking, Moravian College prepares students with the transferable skills they will need for any career. A Moravian education is unique in its use of history, the skill of reflectivity, and the encouragement to be producers. The Moravian practice of writing a personal statement called the Lebenslauf, or course of life, is included in the curriculum so that students will learn to reflect on their own lives and the impact they have on others and in the world. The founders of Moravian College were producers as well as educators, so a Moravian education focuses on the production of new knowledge, music, literature, art, and technology. Students put all these skills into practice through undergraduate research, study abroad, internships, co-ops, certificates, and first professional graduate degrees.

By 2020, Moravian College will be a unified institution focused on three areas of service: undergraduate education, graduate education, and professional adult education. All three areas will embrace the skills of liberal arts, experiential learning, and career preparation to provide students with a revolutionary experience that transforms who they are and who they will become in a world of constant change. The College population will be about 2000 undergraduate day students with 10% from international countries, 500 graduate and adult students, and 120 Seminary students.

The Comenius Center's primary focus will be on first professional graduate and undergraduate degrees and certificates that will be available in convenient delivery models so that our alumni and community partners can be retrained effectively. The Seminary will continue to be the beacon for the Moravian faith and will expand its service through distance education to remote areas in this country and internationally. The entire student body and the alumni will take ownership and responsibility for the well being of the institution by remaining engaged in the life and health of their alma mater. The College will be recognized in the Lehigh Valley as the partner of choice for educational issues and will work with local schools, businesses, non-profits, religious communities, civic organizations, and governments to provide educational solutions and expertise. The

College will further its mission of diversity and service to aspiring students by being the leader of liberal arts colleges in providing a sustainable and entrepreneurial model of education.

Long before the founding of our great country, Moravian College, led by a fifteen-year-old girl, existed to provide an education never before seen to a group of students who had never been served. It is this revolutionary spirit that we advance in the 21st Century.

1.3 The Moravian College 2015-2020 Strategic Plan

1.3.1 Working Mission

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

1.3.2 Vision 2020

Moravian College will challenge each individual, at all stages of life, with a revolutionary professional educational experience embedded within and strengthened by a liberal arts education in the service of self and community.

Vision Success Measures:

- The mean score of Moravian College for each of the following National Survey of Student Engagement
- (NSSE) items will be significantly ($p < .05$) above the national mean by 2020.
 - Which of the following have you done or do you plan to do before you graduate?
 - Participate in an internship, co-op, field experience, student teaching, or clinical placement
 - Participate in a study abroad program
 - Work with a faculty member on a research project
- Increase the percentage of undergraduate alumni who contribute monetarily from 17% to 25% by 2020.
- Increase the percentage of Seminary alumni who contribute monetarily from 25% to 40% by 2020.
- Increase Moravian College's average on the Alumni Engagement Metric from 2.61 to 4 by 2020.

1.4 Moravian College's Five Strategic Pillars

1.4.1 Pillar #1: Academic Excellence and Innovation

Using multiple delivery methods, students at Moravian College are offered outstanding professional and academic experiential learning opportunities that are imbued with the liberal arts and constant reflection that allows them to better understand themselves and their impact on society.

Predicted impact on “Vision 2020”:

Success Measure 1: By 2020, embed liberal arts in 100% of programs and ensure that reflection is a central learning outcome.

Success Measure 2: By 2020, at least 80% of seniors participating in the National Survey of Student Engagement (NSSE) will answer “Done or in progress” to the question, “Which of the following have you done or do you plan to do before you graduate: Participate in an internship, co-op, field experience, student teaching, or clinical placement.”

Success Measure 3: Deliver at least 15 new and continuing educational programs and certificates through online, blended, and face-to-face pedagogies that meet alumni and societal needs by 2020.

1.4.2 Pillar #2: Growth Through Partnership

Through qualified partnerships Moravian College provides the opportunities for service learning, community service, internships, co-ops, and other academic endeavors required for “Vision 2020” success.

Predicted impact on “Vision 2020”:

Success Measure: By 2020, at least 80% of seniors participating in the National Survey of Student Engagement (NSSE) will answer “Done or in progress” to the question, “Which of the following have you done or do you plan to do before you graduate: Participate in an internship, co-op, field experience, student teaching, or clinical placement.”

1.4.3 Pillar #3: A Culture of Community

Moravian College cultivates a sense of community that embraces individual spirit in the service of self and community.

Predicted Impact on “Vision 2020”:

Success Measure 1: Increase campus participation in curricular and co-curricular community events from 25% to 51%. by 2020.

Success Measure 2: Increase the number of initiatives that celebrate and reward community and individual achievement from 1 to 3 by 2020.

Success Measure 3: Create programs from 0 to 3 that educate and instill a sense of responsibility that unites the campus but does not force conformity by 2020.

1.4.4 Pillar #4: Enroll and Retain Students and Engage Alumni

Moravian College identifies, enrolls and retains students who aspire to participate in our revolutionary educational experience and establish lifelong relationships within our community.

Predicted impact on “Vision 2020”:

Success Measure 1: Grow total FTE enrollment from 1,739 FTE’s to 2,600 FTE’s by 2020.

- Grow undergraduate day enrollment from 1,470 FTE's to 2,000 FTE's by 2020.
- Grow Comenius Center non-traditional adult and graduate enrollment from 180 Calculated FTE's to 500 Calculated FTE's by 2020.
- Grow Seminary enrollment from 53 FTE's to 100 FTE's by 2020.

Success Measure 2: Increase the freshman-to-sophomore retention rate from 79% to 90% by 2020. *Success Measure 3:* Increase the Alumni Engagement Metric mean from 2.61 to 4.00 by 2020.

1.4.5 Pillar #5: Entrepreneurial Stewardship

Moravian College generates the resources to fund new initiatives that are consistent with the strategic plan while preserving the integrity of the mission and financial strength of the College.

Predicted impact on “Vision 2020”:

Success Measure 1: Increase the resources available for strategic initiatives from \$0 annually to \$1,000,000 annually by 2020.

Success Measure 2: Implement a robust iterative prioritization process that drives the annual allocation of resources from 0 to 100% of departments/programs prioritized by 2020.

Success Measure 3: Improve the College's Standard and Poors credit rating from A- (Negative Outlook) to A- (Positive Outlook) by 2020.

2 Institutional Organization

2.1 Plan of Organization and Administration

See the Moravian College Employee Handbook for information on the administrative and corporate structure of the college and seminary.

2.2 Academic Organization of the College

2.2.1 Faculty Membership

The faculty of Moravian College consists of “teaching faculty” and “administrative faculty.” The “teaching faculty” are all members of the full-time teaching faculty, the president, provost and dean of the faculty, assistant provost, and academic deans. “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 May 2015, the “administrative faculty” consists of the following positions:

- Vice president for administration
- Vice president for institutional advancement
- Vice president for enrollment management
- Director of financial aid
- Assistant dean for academic advising
- Library director
- Librarians
- Registrar
- Vice president for student affairs
- Dean of student life
- Dean of student development
- Director of learning services
- Director of career development
- Director of counseling
- Director of student activities and the HUB
- College chaplain

2.2.2 Divisions of the Faculty

Faculty members normally are appointed to one of the following departments:

- Division of Social Sciences
 - Department of Economics and Business
 - Department of Education
 - Department of Political Science
 - Department of Psychology
 - Department of Sociology
- Division of Natural Sciences
 - Department of Biological Sciences
 - Department of Chemistry
 - Department of Mathematics and Computer Science
 - Department of Nursing
 - Department of Physics and Earth Science
- Division of Humanities
 - Department of Art
 - Department of English
 - Department of Foreign Languages
 - Department of History
 - Department of Music
 - Department of Religion
 - Department of Philosophy

2.2.3 Faculty Vote

The members of the faculty (both teaching and administrative) vote on all issues concerning the College community comprehensively understood. Only the members of the “teaching faculty” vote on matters relating strictly to their professional responsibilities and interests: for example, pedagogical issues, composition of faculty committees, or tenure/promotion policies. The president and the dean of the faculty determine which issues are community-wide and which issues are pertinent only to the teaching faculty.

2.2.4 Faculty Meetings

Faculty meetings are called by the president and/or the dean of the faculty. The dean of the faculty sets the dates for regular faculty meetings and perhaps add in conjunction with a faculty committee prepares agendas for them. Items for inclusion on the agenda may be submitted by individual faculty members, administrative staff, and committee chairs.

2.2.5 Department Chairs

Department chairs are appointed by the dean of the faculty in consultation members of the department, normally for a term of three years.

Department chairs play an active role in the administrative work which 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 annual departmental report (?); biennial updating or revising of materials for the College 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; summarizing student evaluations of department members; annually reviewing the performance of (untentured tenure-track) department members and making appropriate recommendations; and advising student majors and providing assistance with career planning, placement, and graduate study. Department chairs also assure that the department is represented appropriately at College events such as Fall Open House, Admissions Visiting Days, first-year registration, Fall Convocation and Baccalaureate. Department chairs receive a reduced teaching assignment when their administrative duties require.

2.3 Faculty Committees

The College has three main governance committees: the Planning and Budget Committee (PBC), the Academic Personnel Committee (APC), and the Academic Planning and Program Committee (APPC). Each of these governance committees will have one or more related that report to them on a semiannual basis (see below). A committee may be a

Faculty Committee (FC), which means it addresses matters of primary concern to the faculty, or a College Wide Committee (CW), which means it addresses matters of primary concern to the entire College community.

2.3.1 Autonomous Faculty Committees

Two committees stand outside of proposed structure. The Committee on Committees and Handbook ensures the smooth functioning of faculty committees and college-wide committees. The Faculty Advocacy Committee is the faculty advocacy group that meets with the president and/or the VPAA to discuss matters of concern to the faculty.

- Committee on Committees and Handbook (CCH) – FC
- Faculty Advocacy Committee (FAC) – FC

2.3.2 Planning and Budget Committee (PBC)

Primary function: Making recommendations to the President regarding budget planning, preparation, and formulation.

Budget-related committees:

- Faculty Development and Research Committee (FDRC) – FC
- Student Opportunities for Academic Research (SOAR) – FC
- InFocus Committee – CW
- Arts and Lectures Committee – CW

2.3.3 Academic Personnel Committee (APC)

Primary Function: Faculty Evaluation and Related Matters

Personnel-related committees:

- Faculty Review Committee (FRC) – FC
- Dispute Resolution Group (DRG) – FC

2.3.4 Academic Planning and Program Committee (APPC)

Primary Function: Oversight of all Academic matters related to teaching and learning.

Academic-related subcommittees:

- Academic Standards Committee (ASC) – FC
- Learning in Common Committee (LinC) – FC
- Committee for the Advancement of Teaching (CAT) – FC
- Committee on Assessment of Student Learning (CASL) – FC
- Health Professions Advisory Committee (HPAC) – FC
- Honors Committee – FC
- Teacher Education Committee (TEC) – FC
- Women's Studies Advisory Committee (WSAC) – FC

2.3.5 College Wide Committees

Primary functions vary; membership is comprised of both faculty and administrator colleagues.

- Council on Diversity and Inclusion – CW
- Technology Advisory Committee – CW
- Human Subjects Internal Review Board (HSIRB) – CW
- Institutional Animal Care and Use Committee (IACUC) – CW
- Campus Sustainability Committee – CW

2.3.6 Task Forces

Appointed at the discretion of the president or the dean of the faculty in order to study and recommend action on specific problems or issues of concern to the College community. These committees disband upon the completion of their assigned tasks.

2.3.7 Committee Descriptions

2.3.7.1 Committee on Committees and Handbook (CCH)

The purpose of this new committee will be twofold: (1) to elect and appoint faculty members to openings on committees and task forces; (2) to update material in the online faculty handbook as needed due to institutional policy changes.

Nominations and elections. The committee on committees will solicit candidate nominations from the faculty and then run the elections for those committee slots that require elections. The committee will also identify and contact colleagues to consider running for particular committee posts. These committee members will also identify colleagues to serve in appointed positions on various committees in consultation with the dean of the faculty.

Handbook. The updated copy of the Moravian College Faculty Handbook will shortly be available and hereafter maintained online at the College's web site. The committee members will be responsible for updating this online document when any changes are required. Any such updating will occur when the President, the Board of Trustees, the Dean of the Faculty, and/or the College Faculty creates new policy or changes existing policy.

Membership. This committee will consist of three elected members (one each from the College's three divisions). Each colleague would be a tenured member of the faculty. Committee members would serve for three years; the terms would be staggered so that a new member would join each year. Members of the committee on committee will be ineligible to hold any elected or appointed committee posts at the College during their three-year terms.

A committee member will assume the role of chair in the third and final year of service. The inaugural members of the Committee on Committee will draw straws to stagger their service (i.e., 1, 2, and 3 years).

2.3.7.2 Faculty Advocacy Committee (FAC)

The Faculty Advocacy Committee (FAC), is designed to advise the president and serve as a channel of communication between the faculty and the president. The FAC has the following responsibilities:

- to provide leadership and take initiative in representing the goals of the teaching faculty.
- to act on their behalf within the established system of College governance to formally present the teaching faculty's concerns to the president.
- to formulate specific proposals for review and consideration by the president, by the full faculty, and, through the president, by the Board of Trustees as a contribution to decision-making within the College.

The FAC consists of five members elected by the teaching faculty at the next-to-the-last scheduled faculty meeting of the academic year. Three members, one from each of the three divisions of the faculty, must be tenured and serve staggered three-year terms. The remaining two members, at least one of whom must be untenured, are elected from the faculty at large and serve staggered two-year terms. No two members may be from the same academic department. In the event of a situation in which an elected member of the FEC cannot complete a full term, the council will conduct a special election to fill the vacancy at the next full faculty meeting. No individual may serve on the FEC for more than six years consecutively. Members of the FEC have the prerogative to decline membership on all other committees. The members of the council annually elect their own chair.

Toward this end the council is authorized:

- To represent the teaching faculty in the event of emergencies or situations in which the full faculty cannot be convened.
- To consult with members of the teaching faculty for the purpose of the exchange of information and views on matters of concern to them.
- To consult with other standing committees for the purpose of exchange of information and views of concern to them.
- To develop specific proposals for direct presentation at full faculty meetings when circumstances make the utilization of other standing committees untimely or inappropriate.
- To request that committees consider issues of concern to the teaching faculty including consideration of specific proposals developed by the FEC.
- To consult with the president of the College and/or the PBC for the purpose of providing general support and assistance in planning; and specifically to recommend priorities in the preparation of the annual budget of the College.

The FAC meets with the president and, at the president's discretion, with the vice president for academic affairs when appropriate but at least once each semester. Additional meetings may be scheduled as the president and the FAC deem appropriate. The FAC

advises the president or, at the president's discretion, the vice president for academic affairs in setting agendas for full faculty meetings.

For the purpose of identification and discussion of the concerns of the teaching faculty and to help the FAC identify and develop specific policy initiatives concerning the faculty, the FAC, when it is appropriate, consults with members of the teaching faculty. To effect such consultation, meetings of the FAC open to all teaching faculty are held at least once a semester. Additional open meetings of the FAC may be convened when circumstances warrant.

As a representative body of the faculty, the FAC can initiate proposals and express the will of the teaching faculty. Towards that end, members of the faculty may petition the FAC to initiate specific proposals. A petition signed by one-third of the voting members of the teaching faculty obligates the FAC to represent before the appropriate persons or bodies, in accordance with its functions, the position stated in the petition. Actions taken by the FAC in the name of the faculty, however, do not bind any individual faculty member to support these actions or to vote in favor of them at meetings of the faculty.

For the purposes of assuring effective and efficient operations of the committees of the College, including administrative, advisory, and ad hoc committees, the FAC, with the president, can request a committee to provide a formal report on the committee's activities within a time frame specified by the FAC and the president.

Changes in the structure, functions, or by-laws of the FAC can be made by two-thirds vote of the teaching faculty in attendance at a regular faculty meeting. Proposed changes require two readings before a vote. When deemed necessary by the president, changes approved by the teaching faculty are submitted to the Board of Trustees for approval.

2.3.7.3 Planning and Budget Committee (PBC)

The Planning and Budget Committee (PBC) advises the president on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting. It prioritizes, reviews, and revises strategic initiatives; presents initiatives for faculty and trustee endorsement; and assigns initiatives to appropriate units to develop implementation activities. It maintains effective communication with College constituencies, and publishes and distributes the strategic plan and planning updates. It seeks regular input from the president on strategic planning and makes resource allocation recommendations to the president, who may approve, disapprove, or return the issue to the PBC for further consideration.

The PBC consists of eight members, all with vote: the vice president for academic affairs, the vice president for student affairs, the vice president for administration, the vice president for planning and research, and four elected tenured members of the teaching faculty, one from each division and one at large, all elected for staggered four-year terms with no limits on the number of terms served. The chair of the PBC is the faculty member

in the third year of his or her Current term. The Chair serves on President's Staff. The vice president for planning and research provides logistical support and serves as recorder.

2.3.7.4 *Academic Personnel Committee (APC)*

The Academic Personnel Committee, another standing committee of the faculty, is responsible for the following: making recommendations concerning the status of all faculty members (with respect to rank, tenure, termination of service, and emeritus appointments); making recommendations concerning the appointment of department chairs; making recommendations concerning proposals for sabbatical and special leaves and extra-campus activity of faculty members; serving in a consultative capacity on the appointment of administrative officers, with the special provision that the Board of Trustees consult with the committee on the appointment of a president; and, nominating candidates for faculty trustees as stipulated by the by-laws of Moravian College, article II, section 3(3).

Membership consists of the vice president for academic affairs (non-voting), three tenured faculty members with the rank of professor (one from each division of the faculty, each serving a three-year term, one to be elected each year, with no restrictions as to reelection), and two other tenured faculty members, to serve two-year terms (one to be elected each year, with no restrictions as to reelection). No department of the College may have more than one of its members on this committee. The committee chair is elected by the committee members.

2.3.7.5 *Academic Planning and Program Committee (APPC)*

The Academic Planning and Program Committee makes recommendations to or otherwise consults with the vice president for academic affairs. Recommendation and/or consultation is based on: i) review of formal program proposals; ii) examination of the curriculum and other academic programs in light of the College Strategic Plan, the Moravian Academic Plan, the deliberations of the Planning and Budget Committee, and the wider academic environment; iii) review of proposals for changes in the curriculum and other academic programs; iv) review of proposals for new and replacement faculty members; and/or v) inquiry and deliberation required by any task bearing on the academic mission of the College to which the committee is directed by the vice president for academic affairs. In matters relating to routine modifications of the curriculum, the committee acts on behalf of the vice president for academic affairs in providing information and presenting proposals to the faculty.

Committee membership. The Academic Planning and Program Committee is composed of a majority of elected tenured faculty members:

- Four tenured faculty members, one from each division and one at large from a department not already represented will be elected to serve four-year staggered terms.
- Two untenured faculty members elected at large from departments not already represented to serve staggered two-year terms.

- The associate dean for academic affairs, a non-voting member.
- The vice president for academic affairs, a non-voting member, will join the committee for planning and may join for program review.
- Up to two students appointed by the United Student Government may join the committee as non-voting members for planning and program review, at the discretion of the committee.
- The committee elects the chair of the committee from among the tenured faculty members.
- Faculty members serving on this committee may not serve on other major committees including the Planning and Budget Committee, the Academic Personnel Committee, and the Faculty Executive Council, and may elect not to serve on other College committees.

2.3.7.6 *Faculty Development and Research Committee (FDRC) – Subcommittee of PBC*

Responsibilities: The Faculty Development and Research Committee advocates for funding and oversees the distribution of monies to faculty members to support the improvement of teaching and research. The committee aims to encourage and enable disciplinary research, the dissemination of research results, participation at professional meetings and workshops, and pedagogical development, including efforts to improve existing courses and the development of new courses.

Membership: Three faculty members are appointed to three-year staggered terms, one from each division of the Faculty, with the remaining members appointed annually. The chairperson is appointed by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.7 *Student Opportunities for Academic Research (SOAR) – Subcommittee of PBC*

The goal of the Student Opportunities for Academic Research (SOAR) program is to facilitate and fund student research in collaboration with a faculty mentor during the regular academic year and in the summer months. Funding is provided on a competitive basis.

Membership: Appointed

2.3.7.8 *InFocus Committee – Subcommittee of PBC*

This committee plans yearly programming so members of the Moravian College Community can take an in-depth look at complex issues from multidisciplinary perspectives. The programming rotates through four important topics (poverty and inequality, sustainability, health care, and war and peace) facing mankind in the 21st century. This rotation ensures students will be involved with each topic over the course of their time at the college.

Membership: Appointed

2.3.7.9 *Arts and Lectures Committee – Subcommittee of PBC*

The Arts and Lectures Committee proposes, organizes, and coordinates committee-sponsored cultural and educational programs on campus. It serves as the liaison with area colleges and universities, and is the coordinating group for other on-campus programs.

Membership: Members are appointed annually.

2.3.7.10 *Faculty Review Committee (FRC) – Subcommittee of APC*

The Faculty Review Committee:

- Receives faculty members' appeals of the president's unfavorable tenure and promotion recommendations.
- Considers all materials and recommendations submitted in the evaluation process.
- Formulates a recommendation based on procedural grounds.
- Within two months of receiving a faculty member's appeal, makes a recommendation to the President.
- Submits a written report of its findings to the president.

Membership: The FRC is composed of five elected members of the faculty: Three tenured faculty members with the rank of professor (one from each division of the faculty, each serving a three-year term, one to be elected each year, with no restrictions as to reelection), and two other tenured faculty members, to serve two-year terms (one to be elected each year, with no restrictions as to reelection). No two members from the same department can be on FRC at the same time.

2.3.7.11 *Dispute Resolution Group (DRG) – Subcommittee of APC*

The Dispute Resolution Group (DRG) is available for voluntary and informal consultation in the case of faculty-faculty disputes only. The process outlined in Section 4.2 covers all full-time and part-time faculty employed in the undergraduate day program of Moravian College.

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the College. Liaisons support the constructive resolution of disputes among faculty members. This group aids faculty members in an informal process that emphasizes directing faculty to available resources. Liaisons are available to listen and to offer an additional perspective on a given conflict, but they are neither trained mediators nor lawyers. Liaisons act as sounding boards. Given the small nature of our community, faculty liaisons are aware that they cannot be neutral advisors. Instead, liaisons may direct faculty to Academic Affairs, Human Resources, a professional mediator or a lawyer based on the particular nature of a conflict. Mediation outcomes are nonbinding. This group has a fixed budget for professional mediation set by the Office of Academic Affairs.

Four faculty liaisons are available in the case of a dispute. Two faculty liaisons are appointed by the FAC for concurrent 3 year terms. Two faculty liaisons are elected by the faculty for concurrent 3 year terms which are to be staggered with the terms of the appointed liaisons. The DRG always consists of two female and two male faculty members. Faculty serving on APC may not serve on DRG. Faculty liaisons sign a confidentiality agreement and follow procedures for maximizing and protecting confidentiality in their work with a faculty member bringing a dispute for consideration as well as with the other liaisons.

2.3.7.12 Academic Standards Committee (ASC) – Subcommittee of APPC

The Academic Standards Committee reviews student petitions and appeals related to the academic requirements, standards, and policies of the college, including grade appeals, academic dishonesty, internship/independent study eligibility, as well as applications for interdepartmental majors and self-designed majors and minors.

Membership: Elected

2.3.7.13 Learning in Common Committee (LinC) – Subcommittee of APPC

This committee oversees and assesses the general education offerings in the LinC curriculum; approves and removes courses; grants student course waivers and adjudicates appeals; evaluate faculty performance in general education courses for Academic Personnel Committee; plans and execute annual faculty development workshop.

Membership: Elected

2.3.7.14 Committee for the Advancement of Teaching (CAT) – Subcommittee of APPC

The Center for the Advancement of Teaching fosters the exchange of ideas about teaching and learning, with the goal of advancing excellence in student learning and engagement. The Center promotes a culture in which the value of teaching is broadly embraced and openly discussed, so that teaching practice continually develops. The Center is overseen by the Director of the Center for the Advancement of Teaching (CAT) and the CAT Committee. The Director is appointed by the Vice President for Academic Affairs and the CAT Committee is chaired by the Director. The Committee advises the Director and helps plan and implement the activities of the Center for the Advancement of Teaching. Activities of the Center include but are not limited to overseeing new faculty orientation, promoting teaching discussions through brown bag lunch events and academic year and May workshops for faculty, maintaining library resources for college teaching, facilitating the Formative Dialogues initiative, and organizing and promoting pedagogy book discussion groups. The Committee meets monthly during the academic year.

Membership: The Committee consists of a minimum of six faculty members appointed by CCH, with approval of the Director. At least two Committee members will be chosen from disciplines in each of the three divisions of Humanities, Sciences and Social Sciences.

2.3.7.15 *Committee on Assessment of Student Learning (CASL) – Subcommittee of APPC*

This committee oversees the formal assessment of teaching and learning activities of the academic program at the college. The committee gathers and documents assessment materials from all academic departments.

Membership: Appointed

2.3.7.16 *Health Professions Advisory Committee (HPAC) – Subcommittee of APPC*

The Health Career Professions Committee consists of faculty members from a variety of disciplines and is responsible for assisting students planning on health-related careers. The committee advises students on program selection, admissions standards and procedures, and selection of a professional school.

Membership: Members are appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.17 *Honors Committee – Subcommittee of APPC*

Accepts students into the College Honors Program based upon grade point average guidelines, meets with candidates to discuss issues related to the program, reviews applications and assigns honors liaisons, and evaluates student progress across the senior year, including awarding the honors designation following oral defenses.

Membership: Appointed

2.3.7.18 *Teacher Education Committee (TEC) – Subcommittee of APPC*

This committee is responsible for approving student acceptance and participation in student teaching experiences based upon grade point average guidelines, performance in courses, and faculty recommendations. The committee determines the length and nature of student teaching experiences required of post-baccalaureate students who already hold a valid PA Instructional I certificate and who wish to obtain additional certification.

Membership: Appointed

2.3.7.19 *Women’s Studies Advisory Committee (WSAC) – Subcommittee of APPC*

2.3.7.20 *Council on Diversity and Inclusion*

2.3.7.21 *Technology Advisory Committee*

The committee is responsible for overseeing the effective use and maintenance of classroom technology for the teaching and learning at the College.

Membership: Appointed

2.3.7.22 *Human Subjects Internal Review Board (HSIRB)*

This committee is charged with protecting human research participants by ensuring that faculty and student researchers adhere to approved protocols and ethical guidelines.

Federal and College regulations require that all researchers who work with human participants in any capacity must do so with HSIRB approval.

The Human Subjects Internal Review Board's purpose is to 1) to set and revise policy concerning the ethical treatment of human subjects; 2) to serve as a consultative body which strives to protect human subjects by educating the College community on issues pertaining to ethics in research; 3) to review submitted research for compliance with the guidelines set forth in “The Policies and Procedures for Ethical Treatment of Human Subjects at Moravian College.”

Membership: Members appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.23 *Institutional Animal Care and Use Committee (IACUC)*

Oversees and regulates the use of laboratory animals for research or instructional purposes to oversee; evaluates all aspects of the institution's animal care and use program.

The Institutional Animal Care and Use Committee's purpose is to review submitted research for compliance with the federal and state regulations governing the use of animal subjects. Members are appointed annually by the associate dean for academic affairs in consultation with the academic dean, in consultation with the director of the animal facility and chair of the IACUC.

Membership: Three faculty members, one of whom serves as Chair, are appointed annually by CCH in consultation with the AAO. A faculty member from a neighboring institution and a veterinarian are also appointed.

2.3.7.24 *Campus Sustainability Committee*

2.4 Relationships with Other Colleges, Universities, and Agencies

2.4.1 Memberships

Moravian College is a member of the American Council on Education. In addition, the College participates in the cooperative association noted below and has a variety of bilateral arrangements with colleges and universities in the Lehigh Valley and elsewhere.

2.4.2 Cooperative Programs with Other Institutions of Higher Education

Cooperative programs have been established with Lehigh University (engineering geology and materials science), Thomas Jefferson University (bioscience technologies) Washington University (engineering). Moravian College also has dual admission agreements with Northampton Community College and Lehigh Carbon Community College.

2.4.3 Accreditation and Other Affiliations

Moravian College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and approved for professional preparation by the American Chemical Society, by the Committee on Allied Health Education, by the Department of Education of the Commonwealth of Pennsylvania, and by the National Association of Schools of Music. Moravian Theological Seminary is accredited by the American Association of Theological Schools and the Commission on Higher Education.

The prelicensure nursing programs (i.e., both the traditional undergraduate nursing major and the accelerated post-baccalaureate nursing programs) and the nurse practitioner programs (i.e., the adult-gerontology acute care and adult-gerontology primary care nurse practitioner programs) are fully approved by the Pennsylvania State Board of Nursing. All undergraduate and graduate nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

2.4.4 Lehigh Valley Association of Independent Colleges, Inc.

This corporation (LVAIC) was formed for the purpose of promoting and facilitating inter-institutional cooperation among and between the independent colleges and universities located in the Lehigh Valley in those areas where, in the judgment of the Board of Directors, cooperative efforts will improve and strengthen the educational institutions and their educational programs. LVAIC members are Cedar Crest College, De Sales University, Lafayette College, Lehigh University, Moravian College, and Muhlenberg College.

3 Faculty Appointment and Evaluation

3.1 Overview

Faculty appointments and all matters pertaining to personnel policies are subject to the approval of the Board of Trustees.

3.2 Faculty Appointments

3.2.1 Qualifications for Tenured and Tenure-Track Appointments

The minimum qualifications for appointment to tenured and 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 prospect or evidence of excellence in teaching, scholarship, and service to the College.

- For the rank of instructor: the master's degree or its equivalent and the prospect of excellence in teaching, scholarship, and service to the College.

- For the rank of assistant professor: the doctor's degree or its equivalent and the prospect of excellence in teaching, scholarship, and service to the College.
- For the rank of associate professor: the doctor's degree or its equivalent and six or more years at the rank of assistant professor with evidence of excellence in teaching, scholarship, and service to the College.
- For the rank of professor: the doctor's degree or its equivalent and eight or more years at the rank of associate professor with evidence of sustained excellence in teaching, scholarship, and service to the College.

3.2.1.1 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. A maximum of two years credit may be earned, and the faculty member and the Dean of the Faculty determine how many years credit are appropriate.

3.2.1.2 Credit Toward Promotion to Full Professor

A faculty member hired at the rank of Associate Professor determines with the Dean of the Faculty whether credit toward promotion to Full Professor is appropriate and how much credit is awarded.

3.2.2 Visiting and Other Non-Tenure-Track Appointments

One-term to four-year appointments may be made at any rank on a part-time or full-time basis.

3.2.3 Emeritus Appointments

The appointment to emeritus status is an honor and is given in recognition of valued service to the College. The Board of Trustees makes emeritus appointments upon recommendation of the President. The normal minimum requirements for appointment to emeritus status shall be: attainment of tenure; attainment of the rank of associate professor or higher; and retirement at the age of 65 or beyond.

3.3 Faculty Search and Appointments

3.3.1 Full-Time Faculty Search and Appointments Authorization of Position

- The department sends a request for the position to APPC.
- APPC ranks all requests and makes a recommendation to the Dean of the Faculty.
- The Dean of the Faculty reviews the rankings and makes his or her recommendation to PBC.
- PBC determines how many positions are available and recommends the top positions to the President of the College.
- The President of the College determines which positions are to be filled.

- The President informs the Dean of the Faculty, APPC, PBC, and the relevant departments of his or her decision.

3.3.1.1 *Search Committee Composition*

- The search committee is made up of at least three tenure-track and tenured members of the appropriate department, at least one of which is tenured. Additionally, the committee includes at least one tenure-track or tenured member of an outside department.
- The chair of the search committee is the chair of the department or his/her designee.
- In the case of an inter-departmental hire, the Dean of the Faculty consults with the appropriate departments to determine the make-up and chair of the search committee.

3.3.1.2 *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 Multi-Cultural Affairs.
- The search committee submits a draft of the advertisement to the Dean of the Faculty. The advertisement includes a deadline by which applications must be received.
- The search committee and the Dean of the Faculty coordinate on the dissemination of the advertisement.
- The scope of the search is normally national.

3.3.1.3 *Evaluation of Candidates*

- The search committee submits a short list of candidates to the Dean of Faculty.
- The Dean of the Faculty and the chair of the search committee determine which candidates to bring to campus.
- The chair of the search committee, in consultation with the search committee and the Dean of Faculty, arranges the on-campus interview.
- The chair of the search committee informs candidates that the College provides reimbursement for travel expenses.
- During an on-campus interview, each candidate is interviewed by the tenure-track and tenured faculty of the department (or departments in the case of an interdepartmental appointment), the Dean of the Faculty, the Director of Human Resources, and other members of campus, as appropriate.
- The candidate makes a presentation through which the search committee can gather evidence of the candidate's teaching abilities.

3.3.1.4 *Offer of Appointment*

- The search committee, based on a decision by the department (or departments in the case of an interdepartmental appointment), either recommends one candidate to the Dean of the Faculty or indicates that the search should be deemed failed.
- The Dean of the Faculty, in consultation with the President, makes the offer to the candidate and sets the terms of the appointment.

3.3.1.5 *Other*

- A decision to fill the position may not be made until after the published deadline.
- The materials submitted by each applicant and related correspondences are kept for a minimum of two years.
- Upon request of the Dean of the Faculty, the chair of the search committee submits a post-recruiting report.

3.3.2 **Adjunct Faculty Appointments**

The Associate Dean for Academic Affairs or the Dean of the Faculty appoints adjunct faculty after consultation with the chair of the relevant department (or departments).

3.4 **Academic Freedom and Tenure**

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

3.4.1 **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 conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic 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 teaching and research and of extramural activities and a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence,

tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

3.4.2 Academic Freedom

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into his or her teaching controversial matter that has no relation to his or her subject. Limitations of academic freedom for whatever reason should be clearly stated in writing at the time of the appointment.

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, he or she should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a person of learning and an educational officer, he or she should remember that the public may judge his or her profession and institution by his or her utterances. Hence, he or she 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 he or she is not an institutional spokesperson.

3.4.3 Academic Tenure

After the expiration of a probationary period, faculty members should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except under extraordinary circumstances because of financial exigencies.

3.4.4 Implementation at Moravian College

In the implementation of these principles the institution adheres to the following practices:

- The precise terms and conditions of every appointment will be stated in writing and be in the possession of both institution and faculty member before the appointment is consummated.
- Beginning with the appointment to the rank of full-time instructor or a higher rank, the probationary period will not exceed seven years of full-time service at Moravian College. Notice will be given at least one year prior to the expiration of the probationary period if the faculty member is not to be continued in service after the expiration of that period.
- During the probationary period or any subsequent contractual periods, a faculty member will have academic freedom that all other members of the faculty have.
- In considering a probationary faculty member for a tenured appointment, the College assesses, in addition to the criteria for measuring meritorious

service, the current and projected needs of the department and of the College for the particular services that the faculty member is rendering to the institution.

- Termination for cause of a continuous 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 Members,” in Section 4.2.
- Faculty members on continuous appointment who are dismissed for reasons not involving moral turpitude will receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.
- Termination of a continuous appointment because of financial exigency will be demonstrably bona fide.

3.4.4.1 *Notice of Non-Reappointment:*

The policy of the College in regard to giving notice of non-reappointment to faculty members holding tenure-track appointments which do not have a previously agreed upon terminus 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, his or her appointment for the following year is assured.

3.5 Faculty Evaluation — General Procedures

This section describes how the departmental review committee, the Academic Personnel Committee (APC), the Dean of the Faculty, and the President of the College make evaluations of faculty and recommendations for tenure and/or promotion. Only the Board of Trustees can confirm tenure or grant a promotion, and the decision of the board is final.

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

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 timeframes stated.

The calendars refer to a variety of forms that are not a formal part of this policy. These documents are maintained by APC.

3.5.1 Criteria for Evaluation

The College's vision and mission guide the criteria for evaluation. Faculty members are evaluated based on their contributions in three major categories: teaching, scholarship, and service. Excellence in teaching with high academic standards is given the most weight, while continued scholarship informs the passion and practice of teaching. Service to the College is a vital component of an academic community. Collegiality and engagement with students are integral parts of all three categories.

The College embraces the AAUP's 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 college. At Moravian College, faculty and students form a community of scholars and learners. It is the obligation of faculty to engage students broadly to aid in their development and to commit to student welfare and intellectual growth.

3.5.1.1 Teaching

The evaluation of teaching includes assessment of the faculty member's command of the academic area, the ability to communicate academic concepts to students within the context of the liberal arts, and the ability to engage students by stimulating intellectual curiosity and interactions.

Faculty members should:

- Teach an appropriate variety of courses, update existing courses, and offer new courses as needed.
- Develop and teach courses in the general education curriculum, as appropriate.
- Be conversant with current scholarship and methods of inquiry in courses they teach.
- Be conversant in pedagogical developments and use effective pedagogy.

3.5.1.2 Scholarship

The evaluation of scholarship includes assessment of the faculty member's peer-reviewed accomplishments, interaction with the academic community beyond the campus, and engagement with students and other members of the Moravian College community in scholarly experiences.

Faculty members should:

- Engage in scholarship, which is defined by the College to be peer-reviewed work that includes public dissemination.
- Engage in scholarly activity such as (listed in alphabetical order):
 - Advancement and dissemination of learning theory and pedagogical research.
 - Attendance at discipline-specific meetings.
 - Assuming leadership roles in professional organizations.
 - Grant writing.
 - Presentation of non-peer-reviewed material at discipline-specific meetings.
 - Presentation to local or regional groups on topics in the faculty member's discipline.
 - Refereeing and reviewing peer-reviewed works.
 - Work with SOAR or honors students.

3.5.1.3 *Service*

The evaluation of service includes assessment of the faculty member's participation in the shared governance of the College community and engagement of students outside the classroom.

Faculty members should:

- Contribute to departmental, program, and college-wide functions such as:
- Committee work and governance activities.
- Chair of a department or program.
- Departmental duties.
- Active participation in campus events.
- Serve as an academic advisor for majors, minors, and non-majors, as appropriate.
- Serve as a mentor or advisor either informally or through organized group activities.

3.5.2 **General Procedure for Untenured Faculty Annual Standard Evaluation**

- During the probationary period, faculty members submit an annual standard evaluation each year except those years deemed a midterm evaluation or tenure evaluation.
- The faculty member submits evidence of his/her performance during the past year and plans for the following year to the departmental review committee.
- The departmental review committee reviews the evidence and submits an evaluation of the faculty member to the Dean of Faculty.

- The Dean of Faculty reviews the evidence and submits an evaluation of the faculty member to the departmental review committee and to the faculty member.

3.5.3 General Procedure for Untenured Faculty Midterm Evaluation and Tenured Faculty Periodic Evaluation

- Untenured faculty members submit a midterm evaluation as described in the section “Evaluation of Untenured Assistant/Associate Professors,” below.
- Tenured Associate Professors submit a periodic evaluation every four years, and Full Professors submit a periodic evaluation every five years.
- The faculty member submits evidence of his/her performance and plans to the departmental review committee.
- The departmental review committee reviews the evidence and submits an evaluation of the faculty member to the APC and to the Dean of Faculty.
- The APC reviews the evidence and submits an evaluation of the candidate to the departmental review committee, the faculty member, and the Dean of faculty.
- The Dean of Faculty reviews the evidence and submits an evaluation of the faculty member to the APC, the departmental review committee, and the faculty member.

3.5.4 General Procedure for Untenured Faculty Tenure and Promotion Evaluation and Associate Faculty Promotion Evaluation

- The faculty member submits evidence of his/her performance and plans to the departmental review committee.
- The departmental review committee reviews the evidence and submits a recommendation to the APC.
- The APC reviews the evidence and submits a recommendation to the Dean of Faculty and President of the College.
- The Dean of Faculty reviews the evidence and submits a recommendation to the President of the College.
- The President of the College submits a recommendation to the Board of Trustees.
- The Board of Trustees grants or denies tenure or promotion.

3.6 Evaluation of Untenured Assistant/Associate Professors

In a case for tenure and promotion to Associate professor, the evidence includes, but is not limited to, the candidate’s statement, a statistical summary and comparative evaluation of student evaluations, course syllabi and final exams, a curriculum vita, copies of scholarly material, a departmental evaluation, previous evaluations by the department, APC, and the Dean, written evaluations of classroom visitations, records of grades assigned, written

evaluations of scholarship by outside evaluators, written evaluations by alumni, and letters of support.

3.6.1 Calendars of Evaluation Activities for Untenured Faculty

For a faculty member with no credit toward tenure, the midterm evaluation occurs during the third year, the tenure evaluation occurs during the sixth year, and annual standard evaluations occur during the first, second, fourth, and fifth years. If a second midterm evaluation is required by APC, it addresses the areas of concern raised by APC, and it occurs during the fourth year along with an annual standard evaluation.

For a faculty member with one year of credit toward tenure, the midterm evaluation occurs during the second year, the tenure evaluation occurs during the fifth year, and annual standard evaluations occur during the first, third, and fourth years. If a second midterm evaluation is required by APC, it addresses the areas of concern raised by APC, and it occurs during the third year along with an annual standard evaluation.

For a faculty member with two years of credit toward tenure, the midterm evaluation occurs during the second year, the tenure evaluation occurs during the fourth year, and annual standard evaluations occur during the first and third years. If a second midterm evaluation is required by APC, it addresses the areas of concern raised by APC, and it occurs during the third year along with an annual standard evaluation.

Any faculty member may extend the time before tenure by one year. A faculty member who elects to take this extra time informs the chair of the departmental review committee, the Dean of the Faculty, and the chair of APC prior to June 1 of the year in which he/she stands for tenure.

3.6.2 Annual Standard Evaluation Calendar

August 15: The Dean of the Faculty sends to the chair of the departmental review committee a list of all faculty members who will receive an annual standard evaluation.

During the Fall or Spring Semester: The chair of the departmental review committee or his/her designee arranges to visit one class session of the faculty member being evaluated. See the section “Process for Classroom Visits” for more information.

May 15: For faculty members who teach in multiple departments (including LinC), the chair of the non-home department writes a letter assessing the contributions of the faculty member. The chair sends this letter to the faculty member and the chair of the departmental review committee.

The faculty member being evaluated submits the following materials (evaluation packet) to the chair of the departmental review committee:

- The completed form “Annual Statement of Work and Self-Evaluation.”
A statistical summary of the student evaluations for all courses taught since the last faculty evaluation.

- The teaching evaluation based on the classroom visit.
- The faculty member's written response to the teaching evaluation, if applicable.
- The most recent evaluations by the departmental review committee, Dean of Faculty, and APC, as applicable.
- Letters written by chairs of non-home departments, if applicable.
- Course syllabi for all courses taught since the last faculty evaluation.
- A current curriculum vita.

June 15: The chair of the departmental review committee submits the following materials to the faculty member:

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

June 25: The faculty member submits to the chair of the departmental review committee the following materials:

- The departmental evaluation received June 15 with his/her signature added.
- A statement of response, if desired.

The chair of the departmental review committee submits the following materials to the Dean of the Faculty:

- The evaluation packet submitted by the faculty member on May 20.
- The departmental evaluation of the faculty member signed by all non-dissenting members of the departmental review committee and the faculty member being evaluated.
- Any dissenting letters by members of the departmental review committee.
- The faculty member's letter of response to the departmental evaluation, if applicable.

September 30: The dean responds in writing to the faculty member and the chair of the departmental review committee.

In the year before the tenure evaluation, this response is given to the faculty member on July 15.

3.6.3 Midterm Evaluation Calendar

August 15: The Dean of the Faculty sends to the chair of the departmental review committee a list of all faculty members who will receive a midterm evaluation.

During the Fall Semester: The chair of the departmental review committee or his/her designee arranges to visit one class session of the faculty member being evaluated. See the section "Process for Classroom Visits" for more information.

January 15: For faculty members who teach in multiple departments (including LinC), the chair of the non-home department writes a letter assessing the contributions of the faculty member. The chair sends this letter to the faculty member and the chair of the departmental review committee.

The faculty member being evaluated submits the following materials (evaluation packet) to the chair of the departmental review committee:

- A statement by the candidate that provides a perspective on his/her work thus far and plans during the next three years in the areas of teaching, scholarship, and service to the College.
- A statistical summary of the student evaluations for the fall semester plus the summaries submitted during previous evaluations.
- The teaching evaluation based on the classroom visit.
- The faculty member's written response to the teaching evaluation, if applicable.
- Letters written by chairs of non-home departments, if applicable.
- Copies of all annual standard evaluations and all responses by the departmental review committee, the Dean of Faculty, and APC, as applicable.
- The most recent course syllabi for all courses taught.
- A current curriculum vita.

February 1: The chair of the departmental review committee submits the following materials to the faculty member:

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

February 11: The faculty member submits to the chair of the departmental review committee the following materials:

- The departmental evaluation received February 1 with his/her signature added.
- A statement of response, if desired.

The chair of the departmental review committee submits the following materials to the chair of APC:

- The evaluation packet submitted by the faculty member on January 15.
- The departmental evaluation of the faculty member signed by all non-dissenting members of the departmental review committee and the faculty member being evaluated.
- Any dissenting letters by members of the departmental review committee.

- The faculty member's letter of response to the departmental evaluation, if applicable.

April 15: APC responds in writing to the faculty member, the chair of the departmental review committee, and the Dean of Faculty. This response includes a statement of whether the candidate is to submit a second midterm evaluation the following year. If a second midterm evaluation is required, the letter includes areas of concern.

April 30: The Dean of the Faculty responds in writing to the faculty member and the chair of the departmental review committee.

3.6.4 Second Midterm Evaluation Calendar

If a second midterm evaluation is required by the APC, the calendar is the same as during the first midterm evaluation. The materials that form the evaluation packet address the areas where APC indicates improvement is needed. In addition to this midterm evaluation (submitted in January), the faculty member also submits an annual standard evaluation in May.

3.6.5 Tenure Evaluation Calendar

May 1: The Dean of the Faculty arranges to meet with the faculty member and the chair of the departmental review committee to go over the list of materials required in a tenure packet and the tenure process.

June 1: The faculty member submits to the Dean of the Faculty a list of at least six potential external evaluators. See the section "Guidelines for the Selection of External Evaluators" for more information. From this list, the Dean of the Faculty and the chair of APC select two. If the chair of APC is a member of the departmental review committee, the Dean of Faculty selects another member of APC with whom to select external evaluators.

August 15: The faculty member submits to the Dean of the Faculty materials for the outside evaluators.

The faculty member submits to the Dean of the Faculty the names of ten alumni who will be asked to evaluate the faculty member. To arrive at the list, the faculty member selects five students, and the faculty member and the chair of the departmental review committee together select five.

The chair of the departmental review committee submits to the faculty member a comparative evaluation for three representative courses. See the section "Guidelines for Comparative Course Evaluation" for more information.

September 15: For faculty members who teach in multiple departments (including LinC), the chair of the non-home department writes a letter assessing the contributions of the faculty member. The chair sends this letter to the faculty member and the chair of the departmental review committee.

The external evaluators submit their written responses to the Dean of the Faculty.

The alumni evaluators submit their written responses to the Dean of Faculty.

Other letters of support are due to the Dean of the Faculty.

The Dean of the Faculty submits the following materials to the departmental review committee:

- Copies of the written responses by external evaluators with names redacted.
- Copies of the written evaluations by alumni with names redacted.
- Copies of the letters of support, if applicable.
- A record of the grades assigned by the faculty member.

The faculty member being evaluated submits the following materials (tenure packet) to the chair of the departmental review committee:

- A comprehensive statement written by the candidate that provides a framework for review committee members to understand the career of the candidate.
- Copies of course evaluations from five representative courses.
- Copies of the statistical summaries of student evaluations submitted during the probationary period.
- The comparative evaluation of three representative courses written by the chair of the departmental review committee on August 15.
- Letters written by chairs of non-home departments, if applicable.
- Copies of syllabi and final exams from the most recent version of all courses taught.
- Copies of all annual standard evaluations, all midterm evaluations, and all responses by the departmental review committee, APC, and the Dean of Faculty.
- A current curriculum vita.
- Copies of all scholarly material from the past six years, as appropriate.

October 15: The chair of the departmental review committee submits the following materials to the faculty member:

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

October 25: The faculty member submits to the chair of the departmental review committee the following materials:

- The departmental evaluation received October 15 with his/her signature added.
- A letter of response, if desired.

The chair of the departmental review committee submits the following materials to the chair of APC:

- The tenure packet submitted by the faculty member to the chair of the departmental review committee on September 15.
- The departmental evaluation of the faculty member signed by all non-dissenting members of the departmental review committee and the faculty member being evaluated.
- Any dissenting letters by members the departmental review committee.
- The faculty member's letter of response to the departmental evaluation, if applicable.

The Dean of the Faculty submits the following to APC:

- The written responses by external evaluators (non-redacted).
- The written evaluations by alumni (non-redacted).
- Letters of support, if applicable.
- A record of the grades assigned by the faculty member.

January 7: The chair of APC responds in writing to the faculty member, the chair of the departmental review committee, and the Dean of Faculty with the recommendation of APC.

January 15: The Dean of the Faculty responds in writing to the faculty member, the chair of the departmental review committee, and the chair of APC with his/her recommendation.

The Dean submits his/her recommendation to the President of the College.

APC submits its recommendation to the President of the College.

February 1: The President of the College responds in writing to the faculty member, the chair of the departmental review committee, the Dean of the Faculty, and the chair of APC with his/her recommendation.

Within 30 Days of the President's Decision: The candidate may appeal. See the section "Process for Appeal" for more information about the appeal process.

April Board of Trustees Meeting: The President of the College makes his/her recommendation to the Board of Trustees.

The Board of Trustees makes its decision.

May 1: The President of the College informs the faculty member, the chair of the departmental review committee, the Dean of the Faculty, and the chair of APC of the decision of the Board of Trustees.

3.7 Evaluation of Tenured Associate and Full Professors

3.7.1 Calendar of Evaluation Activities for Tenured Faculty

Faculty members at the rank of Associate Professor submit a periodic evaluation every four years, and faculty members at the rank of Full Professor submit a periodic evaluation every five years. All other years, tenured faculty members submit an annual standard evaluation.

Faculty members are eligible for promotion after eight years of service at the rank of Associate Professor.

3.7.2 Annual Standard Evaluation Calendar

May 15: The faculty member submits the following materials to the chair of the departmental review committee and the Dean of Faculty:

- The completed form “Annual Statement of Work and Self-Evaluation.”
- A statistical summary of the student evaluations for all courses taught since the last faculty evaluation.
- A current curriculum vita.

3.7.3 Periodic Evaluation Calendar

August 15: The Dean of the Faculty sends to the chair of the departmental review committee a list of all faculty members who will receive a periodic evaluation.

January 15: The faculty member being evaluated submits the following materials (evaluation packet) to the chair of the departmental review committee:

- A statement by the candidate that provides a perspective on his/her work since the last evaluation and plans during the next evaluation period in the areas of teaching, scholarship, and service to the College.
- A statistical summary of the student evaluations for the fall semester plus the summaries submitted during previous evaluations.
- Copies of all annual standard evaluations submitted since the last evaluation.
- The most recent course syllabi for all courses taught.
- A current curriculum vita.

February 1: The chair of the departmental review committee submits the following materials to the faculty member:

- The departmental evaluation of the candidate signed by all non-dissenting members of the departmental review committee.
- Copies of any dissenting letters by members in the departmental review committee.

February 11: The faculty member submits to the chair of the departmental review committee the following materials:

- The departmental evaluation received February 1 with his/her signature added.
- A statement of response, if desired.

The chair of the departmental review committee submits the following materials to the chair of APC:

- The evaluation packet submitted by the faculty member on January 15.

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

April 15: APC responds in writing to the faculty member, the chair of the departmental review committee, and the Dean of Faculty.

April 30: The Dean of the Faculty responds in writing to the faculty member and the chair of the departmental review committee.

3.7.4 Promotion to Full Professor Evaluation Calendar

Faculty members are responsible to monitor their years of service and note when they reach eligibility for promotion.

In the academic year prior to evaluation for promotion

September 1: The faculty member notifies the chair of the departmental review committee and the Dean of Faculty of the intention to stand for promotion in the next academic year.

Fall or Spring Semester: The chair of the departmental review committee or his/her designee arranges to visit one class session of the faculty member being evaluated. See the section "Process for Classroom Visits" for more information.

May 1: The Dean of the Faculty arranges to meet with the faculty member and the chair of the departmental review committee to go over the promotion process and the list of materials required in a promotion packet.

June 1: The faculty member submits to the Dean of the Faculty a list of at least six potential external evaluators. See the section "Guidelines for the Selection of External Evaluators" for more information. From this list, the Dean of the Faculty and the chair of APC select two. If the chair of APC is a member of the departmental review committee, the Dean of Faculty selects another member of APC with whom to select external evaluators.

In the academic year of evaluation for promotion

August 1: The faculty member submits to the Dean of the Faculty materials created since tenure for the outside evaluators.

The faculty member submits to the Dean of the Faculty the names of ten alumni who will be asked to evaluate the faculty member. To arrive at the list, the faculty member selects five students, and the faculty member and the chair of the departmental review committee together select five.

The chair of the departmental review committee submits to the faculty member a comparative evaluation for three representative courses. See the section "Guidelines for Comparative Course Evaluation" for more information.

September 15: The external evaluators submit their written responses to the Dean of the Faculty.

The alumni evaluators submit their written responses to the Dean of Faculty.

Other letters of support are due to the Dean of the Faculty.

For faculty members who teach in multiple departments (including LinC), the chair of the non-home department writes a letter assessing the contributions of the faculty member. The chair sends this letter to the faculty member and the chair of the departmental review committee.

The Dean of the Faculty submits the following materials to the departmental review committee:

- Copies of the written responses by external evaluators with names redacted.
- Copies of the written evaluations by alumni with names redacted.
- Copies of the letters of support, if applicable.
- A record of the grades assigned by the faculty member for the last four years.

The faculty member submits the following materials (promotion packet) to the chair of the departmental review committee:

- A comprehensive statement written by the candidate that provides a framework for review committee members to understand the career of the candidate.
- A current curriculum vita.
- Copies of course evaluations from five representative courses taught within the last four years.
- Copies of the statistical summaries of student evaluations submitted in the last four years.
- The comparative evaluation of three representative courses submitted by the chair of the departmental review committee on August 15.
- Copies of syllabi and final exams from the most recent version of all courses taught within the last four years.
- The teaching evaluation based on the classroom visit.
- Copies of the candidate's last periodic evaluations and all responses by the departmental review committee, APC, and the Dean of Faculty.
- Copies of all annual reports submitted since the last periodic review.
- Letters written by chairs of non-home departments, if applicable.
- Copies of all scholarly material produced by the candidate since the granting of tenure, as appropriate.

October 15: The chair of the departmental review committee submits the following materials to the faculty member:

- The departmental evaluation of the candidate signed by all non-dissenting members of the departmental review committee.
- Copies of any dissenting letters by members in the departmental review committee.

October 25: The faculty member submits to the chair of the departmental review committee the following materials:

- The departmental evaluation received October 15 with his/her signature added.
- A letter of response, if desired.

The chair of the departmental review committee submits the following materials to the chair of APC:

- The promotion packet submitted by the faculty member to the chair of the departmental review committee on September 15.
- The departmental evaluation of the faculty member signed by all non-dissenting members of the departmental review committee and the faculty member being evaluated.
- Any dissenting letters by members in the departmental review committee.
- The faculty member's letter of response to the departmental evaluation, if applicable.

The Dean of the Faculty submits the following to the chair of APC:

- The written responses by external evaluators.
- The written evaluations by alumni.
- Letters of support, if applicable.
- A record of the grades assigned by the faculty member for the last four years.

January 7: The chair of APC responds in writing to the faculty member, the chair of the departmental review committee, and the Dean of Faculty with the recommendation of APC.

January 15: The Dean of the Faculty responds in writing to the faculty member, the chair of the departmental review committee, and the chair of APC with his/her recommendation.

The Dean of the Faculty submits his/her recommendation to the President of the College.

APC submits its recommendation to the President of the College.

February 1: The President of the College responds in writing to the faculty member, the chair of the departmental review committee, the Dean of the Faculty, and the chair of APC with his/her recommendation.

Within 30 days of the President's response: The candidate may appeal. See the section "Process for Appeal" for more information about the appeal process.

April Board of Trustees Meeting: The President of the College makes his/her recommendation to the Board of Trustees.

The Board of Trustees makes its decision.

May 1: The President of the College responds in writing to the faculty member, the chair of the departmental review committee, the Dean of the Faculty, and the chair of APC with the decision of the Board of Trustees.

3.8 Procedural Guidelines for Faculty Evaluation

3.8.1 Process for Classroom Visits

- The chair of the departmental review committee or his/her designee contacts the faculty member being evaluated to arrange a mutually convenient date and time for the classroom visit.
- Prior to the visit, the evaluator talks to the faculty member about the content 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 of the visit the faculty member meets with the evaluator to discuss the observation.
- Within one week of the visit the evaluator writes up his/her evaluation and gives a copy to the faculty member.
- The evaluator and the faculty member sign the written evaluation.
- Within one week, the faculty member writes a response to the evaluation, if desired. The evaluator and the faculty member sign this response.
- The evaluation and response, if applicable, are included in the annual standard evaluation for that year.

3.8.2 Guidelines for the Selection of External Evaluators

- The evaluators are scholars or artists, preferably full professors, in the candidate's field with whom he/she does not have a close personal relationship.
- The evaluators must be capable of evaluating the merits of the candidate's scholarship.
- The evaluators need not be the foremost scholars in their fields.
- Candidates are encouraged to include faculty members from liberal arts colleges, especially from a school in our comparison group.
- If the candidate's work is interdisciplinary, he/she includes faculty members from the various fields.
- The list of names includes the rank and institutional affiliation for each proposed evaluator along with a short description of their work and why the candidate believes the individual is qualified to evaluate this work.

3.8.3 Guidelines for Comparative Course Evaluation

- The chair of the departmental review committee, in consultation with the faculty member, chooses which courses to evaluate.
- The courses selected should represent the breadth of courses in the faculty member's experience.
- Each course is evaluated relative to departmental values against identical or similar courses taught by other members of the department, as available.

3.8.4 Guidelines for the Departmental Review Committee

- The deliberations of the departmental review committee are confidential, and the job of the committee is to determine if the candidate is meeting departmental standards for the areas under consideration. The evaluation by the department provides context to understand the achievements of the faculty member.
- The departmental review committee consists of all tenured faculty members from the department. In a department with fewer than three qualified faculty members, the Dean of the Faculty, in consultation with APC or the department chair, appoints additional faculty members.
- The chair of the departmental review committee is the chair of the department or, in the evaluation of the current department chair, is the most recent department chair. If no one on the departmental review committee has chair experience, the Dean of Faculty, in consultation with APC or the department chair designates a member as chair.
- In the case of the Department of Physical Education, where department chairs are untenured and may be appointed from outside the College, the chair participates on the evaluation committee if he/she is appointed at the associate or full professor rank and has at least six years of appropriate faculty or administrative experience at another institution. The Dean of the Faculty, in consultation with APC, decides whether prior experience merits the chair's inclusion on faculty members' evaluation committees
- Except in extraordinary circumstances, all members of the departmental review committee are consulted as an evaluation is written. Normally there is at least one meeting with all members present.
- The chair or another member selected by the committee prepares the evaluation committee report.
- The departmental evaluation contains a recommendation for or against reappointment, tenure, or promotion, if appropriate.
- Each committee member signs the official copy of the report or indicates he/she intends to submit a dissenting opinion.
- Any committee member who dissents submits a letter with his/her dissenting opinions to the faculty member and the chair of the departmental review committee.

3.8.5 Guidelines for the Academic Personnel Committee

- The deliberations of APC are confidential, and the job of the committee is to determine if the candidate is meeting college-wide standards for the areas under consideration.
- APC consists of five tenured faculty members who are elected on a rotating basis, one member from each of the three divisions of the faculty and two members at large. All committee members are from different academic departments.
- During a midterm, tenure, or promotion evaluation, no APC member who is a member of the evaluated faculty member's department or program may participate in the deliberations. The APC member is replaced for the consideration of the particular decision. The four remaining committee members choose the replacement from among former committee members not in a represented department and not in the candidate's department. Divisional members are replaced with a former member in the same division.
- APC may request and collect additional information when it deems clarification is necessary.
- APC meets with the chair of the department review committee prior to a final decision if the recommendation of the departmental review committee is likely to be rejected.
- The chair of APC works with all members of the committee to prepare the APC report.
- In the letter of response for a midterm evaluation, APC states that the faculty member is on track or indicates specific areas that need attention.
- During a midterm evaluation, the report from APC states whether a second midterm evaluation is required.
- In the case of a recommendation against a tenure appointment, the letter from APC includes a summary of the considerations on which its decisions were based.

3.8.6 Guidelines for the Dean of the Faculty

- The Dean of the Faculty is present during the deliberations of APC to provide information and context for the Committee's evaluation of faculty members. The Dean of the Faculty does not vote.
- In the letter of response for an annual standard evaluation or midterm evaluation, the Dean of the Faculty states whether the faculty member is on track or specific areas that need attention.

3.8.7 Process for Appeal

- In cases for tenure and/or promotion, only the recommendation of the President of the College can be appealed, and this appeal can be made only on procedural grounds.
- The Faculty Review Committee (FRC) reviews all material germane to the procedures in the evaluation.
- Within 60 days of the candidate appeal, the FRC formulates a recommendation based on procedural grounds.
- The FRC submits to the President of the College a written report of its findings and recommendation.
- The President of the College grants or denies the appeal.
- If the appeal is granted, APC and the Dean of Faculty re-hear the case, and the president makes his/her recommendation to the board at its next meeting.
- If the appeal is denied, the president makes his/her original recommendation to the board at the April meeting.

3.8.8 Submission Procedures

An evaluation portfolio is submitted electronically in an organized and concise manner. The prescribed format is to include all materials in one electronic document with table of contents and sections clearly marked. Particularly voluminous electronic documents may be submitted in a separate file, and any materials that cannot be submitted electronically may be given directly to the Dean's office where they will be kept for APC members to view in person. Materials left in the dean's office will be returned by the end of the academic year.

If for some reason you cannot follow these guidelines, please contact the Dean's office before you submit the materials in another format or fashion.

4 Faculty Statement on Professional Ethics, Grievance Procedures, and Formal Complaint Policy

4.1 Moravian College 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 College 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 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 College.

As teachers, 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.

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 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 college 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.

May 2, 2002

4.2 Grievance Resolution for Faculty Members

4.2.1 Dispute Resolution Among Faculty Members

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the College. 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 Dispute Resolution Group (DRG) can offer. Often one conversation clarifies both the problem and possible approaches to resolving it. The DRG functions as a filter for cases. Liaisons may also offer to accompany those 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 party to it:

- 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.
- The liaison may offer to arrange a conversation with those party to the dispute.
- It may be appropriate to contact the Provost and Dean of the Faculty to arrange a conversation. Liaisons can be present for such a conversation, if those party to the dispute so choose. Records of such meetings are kept by Academic Affairs.
- Similarly, it may be appropriate to arrange a conversation with the Director of Human Resources. Liaisons can be present for such a conversation, if those party to the dispute so choose. Records of such meetings are kept by Human Resources.
- A professional mediator can be engaged to determine whether or not a case is appropriate for mediation and whether those party to the dispute agree to mediate. Mediation is not a hearing or an adversarial process. Mediation aims at empowerment, recognition, and education. A meeting with a mediator can include a needs assessment that leads to further research prior to mediation. If mediation is successful, the dispute will be considered resolved. The parties remain free to pursue their dispute by other means. This group has a fixed budget for professional mediation set by the Office of Academic Affairs.
- For legally actionable complaints, a lawyer should be contacted. The mediator can help assess whether a complaint requires legal action.

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 in accordance with the confidentiality agreement.
- Cases will be counted and categorized in the most general terms to protect confidentiality.
- Any contact with liaisons regarding a dispute will be counted and categorized, including conversations not resulting in further steps.
- Liaisons collect general information to be summarized annually. Summaries are stored in Academic Affairs.
- At the start of the academic year, the DRG shares the summary of its work with the faculty so possible patterns can be discussed and addressed.

4.2.2 Other Forms of Dispute Involving Faculty

Appeals of decisions of the Academic Personnel Committee, as described in Sections 3.8 and 4.3, are heard by the Faculty Review Committee, and the procedure described in Section 4.2.1 does not apply.

If the dispute is between a faculty member and a student, and the nature of the grievance is not in the purview of the Academic Standards Committee or the Discipline Review Committee, then the matter should be referred to the Vice President for Academic Affairs and/or the Vice President for Student Affairs. If the dispute is between a faculty member and an administrator, the matter should be referred to the President. If the dispute is between a faculty member and a member of the support staff, the matter should be referred to the appropriate Vice President. In all of these cases, the procedure described in Section 4.2.1 does not apply.

4.3 Procedures For Formal Complaints Against Faculty Members

4.3.1 Procedural scope

Complaints against faculty members that merit a formal procedure are those that cannot be resolved by informal means such as the grievance procedure or a mediation process, and/or that the dean of the faculty judges to be made in a timely fashion and, on their face, to merit discipline or dismissal. Such formal complaints may be brought by employees and students of Moravian College. Formal complaints include allegations of harassment as described in the College harassment policy, violations of the faculty ethics policy, and other forms of misconduct. Not addressed by this procedure are decisions not to renew temporary appointments, decisions not to grant tenure, and other matters that do not

expressly constitute discipline or dismissal in the faculty handbook, policies, or procedures. Likewise, written comments to faculty members by the Academic Personnel Committee or by the dean of the faculty made in the course of their normal work do not constitute the formal discipline addressed in this procedure. Faculty members who are acting as full-time administrators are not considered faculty members under these procedures.

4.3.2 Status of the faculty member

Pending a final decision concerning discipline or dismissal, the faculty member shall not normally be relieved of duties. If, however, the dean of the faculty finds that substantial harm to the institution or significant risk to a member of the Moravian community may result if the faculty member is continued in his or her position, the faculty member may be relieved of all or a portion of his or her duties. In this case, salary will continue at least until a final decision is reached. In the case of probationary faculty, the dean of the faculty may issue a revocable notice of dismissal to that faculty member if it appears that the case will not be resolved before the date by which the College must notify the faculty member of non-reappointment or else provide another year of employment. Such notice of dismissal will be revoked if the case is dismissed or disciplinary action other than dismissal is decided upon.

4.3.3 Formal complaints and schedules

Formal complaints shall be in writing and signed and shall be submitted to the dean of the faculty. The dean may also make a complaint. Any complaint must be submitted within one calendar year of the alleged event. In addition, serious efforts should be made to adhere to the schedule of the procedures described below. If temporary delays occur, however, they will not invalidate procedures.

4.3.4 Preliminary proceedings

The dean may undertake preliminary investigation of the matter, but must notify the faculty member within three working days that a formal complaint has been made. The notice must be in writing and a copy must be sent to the president. When possible, the dean will present the notice and the issues to the faculty member in person. In the written notice, the dean will offer to discuss the matter in a conference, giving the faculty member an opportunity to respond. The written notice must also include the nature of the complaint, but the name of the person(s) making the complaint may be kept confidential at this point. If the dean determines that the complaint is without sufficient merit, the dean may terminate the procedure.

If, however, the dean determines that the complaint is substantial and might merit discipline or dismissal, the dean will investigate the complaint promptly or, in consultation with the Academic Personnel Committee, appoint an investigator who is an employee of the College. If the dean is the person initiating the complaint, the president may appoint another investigator who is an employee of the College.

Any member of the Academic Personnel Committee who has a conflict of interest in the matter shall be replaced on the committee for the consideration of the matter by an appropriate former member of the Academic Personnel Committee, to be named by the committee. For purposes of this provision only, serving in the same department as the faculty member against whom a complaint has been made shall be presumed to be a conflict of interest.

After the investigation, the dean shall ask the Academic Personnel Committee to review the complaint in order to determine whether in its view formal proceedings to consider discipline or dismissal of the faculty member should be instituted. The committee may ask the dean or the appointed investigator to further investigate the complaint. If the committee recommends that formal proceedings should be initiated, it will formulate a statement of the issues with reasonable particularity of the grounds proposed for discipline or dismissal and action will commence under the procedures that follow.

If the Academic Personnel Committee recommends against formal proceedings, it must notify the president in writing within five working days of the grounds for its recommendation and of the nature of any minority opinion within the committee. The president, after considering a recommendation of the committee favorable to the faculty member, may decide that a formal proceeding should nevertheless be undertaken. In this case, the president or his or her representative who is an employee of the College will formulate the statement of the issues and action will commence under the procedures that follow.

4.3.5 Commencement of formal proceedings

The formal proceedings will commence with a communication addressed to the faculty member by the dean of the faculty or his or her representative who is an employee of the College, providing the faculty member with the statement of the issues. The communication will also state that if the faculty member requests, the Academic Personnel Committee will meet with the faculty member (i.e., only members of the Academic Personnel Committee, the faculty member, and any appointed investigator) in an effort to resolve the issue. The communication should also inform the faculty member that he or she may request a hearing (i.e., as in item 6 below) to help determine whether the Academic Personnel Committee will recommend that he or she should be disciplined or removed as a result of the issues stated. The dean will assure that the faculty member has a copy of these procedures, which will be included in the Faculty Handbook.

Within five working days of the dean's communication, the faculty member will notify the dean in writing whether he or she requests a meeting with the Academic Personnel Committee or a hearing. The faculty member will also have at least fifteen working days from the dean's communication to prepare a written defense and submit it to the committee. If the faculty member wishes a meeting, it will occur soon after submission of the faculty member's written defense. Within seven working days of the meeting, the Academic Personnel Committee will inform the faculty member in writing what its

recommendation to the president would be at that moment. If the faculty member is dissatisfied with the outcome, he or she will have three additional working days to notify the dean in writing whether he or she requests a formal hearing.

If the faculty member wishes a hearing, the hearing will occur no sooner than fifteen and not later than thirty working days after submission of the faculty member's written defense or after the communication to the faculty member of the Academic Personnel Committee's draft recommendations, whichever is later. At least five working days before the hearing, the faculty member and the Academic Personnel Committee will share any documents they intend to introduce at the hearing. If the faculty member does not request a meeting or a hearing, or submit a written defense, the committee should consider the case on the basis of the information obtained.

4.3.6 Hearing committee proceeding

The Academic Personnel Committee will proceed by considering the statement of the issues, as well as the faculty member's response written before the time of the hearing. At the hearing, the investigator will summarize the details of the investigation and the faculty member may make a statement or designate an employee of the College to do so on his or her behalf. Documents corroborating or refuting the allegations, if available, should be submitted and made part of the record. If additional written statements would be helpful, the committee may request them.

The faculty member may choose an advisor who may provide advice at the hearing. The advisor must be an employee of Moravian College or an attorney authorized to practice law in the Commonwealth of Pennsylvania. The dean will notify the person(s) making the complaint and witnesses when the hearing will occur. Complainants and witnesses at the hearing may each have an advisor who is an employee or student of Moravian College. Communications between the faculty member and the advisor are considered privileged at Moravian College. If the faculty member desires to have an attorney advisor present at the hearing, he or she must notify all other participants at least ten days prior to the hearing date to allow others to seek counsel. Otherwise, no attorneys shall be present. In no event shall a hearing proceed with an attorney present on behalf of the faculty member without the presence of counsel to the hearing committee as well. No advisor may interrogate witnesses, address any party to the proceeding except the person he or she has been asked to advise, or address the hearing committee unless requested to do so by the chair.

The hearing will be private, not public. The hearing is not a trial and the procedures and standards for admissible evidence need not conform to those in a court of law. Except as set forth above, the Academic Personnel Committee should determine the order of the hearing, should normally conduct the questioning of the witnesses, and should take whatever actions are necessary to assure that the presentation of information and evidence relevant to the precise issues before it is fair and non-confrontational. If attorneys act as advisors, the participants may present summary memoranda to the hearing committee within ten days of the close of the hearing solely for the purpose of identifying legal issues

which the participants desire the hearing committee to consider in its deliberations. The committee should consider only information or evidence that it reasonably believes is relevant to the precise issues presented. The committee should keep a record of what evidence it includes or excludes and why it includes or excludes this evidence.

If, after the hearing, the Academic Personnel Committee determines that additional information is required to reach a decision, it may ask the dean or an ad hoc committee of three tenured or tenure-track faculty members that it appoints to investigate the situation further and provide in writing the additional information required. If such information is obtained, the faculty member will be given an opportunity to respond to it in writing.

4.3.7 Consideration by the Academic Personnel Committee

The Academic Personnel Committee, including the dean as a non-voting member, will make a recommendation by majority vote, on the basis of the hearing and of materials submitted as part of the investigation, with votes recorded but not attributed. It should make findings solely with respect to each of the issues presented in the statement of issues, the faculty member's response, and any other closely related issues that arise in the work of the committee. It will transmit its findings and a recommendation for or against discipline or dismissal to the president with copies to the dean, the concerned faculty member, and the person(s) making the complaint. If the vote is for discipline, the committee will also make a confidential recommendation to the president of the form the discipline might take.

4.3.8 Consideration by the president and governing board and appeal

As soon as possible, the president will render a decision and advise the Academic Personnel Committee, the dean, the faculty member concerned, and the person(s) making the complaint. The president may decide to dismiss the matter, take disciplinary action, dismiss a term or probationary faculty member, or recommend dismissal of a tenured faculty member to the Executive Committee of the Board of Trustees. The president does not communicate the exact nature of disciplinary measures to the Academic Personnel Committee or to the person(s) who submitted the complaint.

Within thirty days after receiving official notification of the president's decision, a faculty member may appeal the decision by submitting a written request to the Faculty Review Committee, with copies to the president and to the Academic Personnel Committee. In the request, the faculty member must address the substantive and/or procedural grounds of the appeal. At this point, the Academic Personnel Committee may offer evidence for its findings to the Faculty Review Committee. The Faculty Review Committee submits a confidential written report of its findings to the president no later than two months after receiving the appeal. The president's decision on the matter is final.

4.3.9 Publicity and records

To protect both the institution and the faculty member, those involved in these procedures must not disclose information related to the review process unless authorized to do so by the president.

If a proceeding is terminated by the College or if it is decided that there were no grounds for discipline or dismissal, all records of the investigation and/or proceedings will be kept in a secure location in the Human Resources Office, but not in the accused faculty member's personnel file, for a period of six and one-half years. In the event of discipline or dismissal, the records of the investigation and proceedings will be kept in the personnel file of the faculty member. Participants in the review process shall not separately maintain records and notes.

4.4 Disruptive Course-Related Student Behavior

4.4.1 Disruptive Behavior in the Classroom

This means behavior that a reasonable faculty member would view as interference with the educational process. Such behavior includes, but is not limited to, persistently speaking or interrupting without being recognized; persistently creating distractions during class; refusing to follow faculty instructions; or engaging in harassing, threatening, or personally insulting behavior.

Nothing in this policy is intended to limit the civil expression of students' opinions on the issues raised in courses during times the instructor has designated for discussion. The behavior described as "disruptive" violates one or more parts of the Code of Conduct in the Student Handbook.

4.4.2 Procedure for Dealing with Disruptive Behavior

Instructors confronted with a disruptive student are urged, first, to indicate to the student that his or her behavior is unacceptable; and then, to offer the student an opportunity to conform to the expected standards of the classroom.

If the behavior should persist, the instructor should consult with the chair of the department (or director of the program) to seek a solution. The instructor and the chair or director should keep individual records of their interactions with the student, and the chair should notify the associate dean for academic affairs of the situation.

Should the problem not be resolved within the department or program, the instructor should appeal to the associate dean for academic affairs. The associate dean or a faculty or staff member designated by that dean will meet with the instructor and the student, together or separately, to decide on an appropriate course of action.

If the immediate situation warrants, however, the faculty member may require the student to leave the classroom or instructional site for the remainder of the class session and, if necessary, summon a Campus Safety officer to remove the student. If the instructor

requires the student to leave the class, the instructor must notify the associate dean for academic affairs and the dean of student life as soon as possible; in any case, well in advance of the next class session.

The instructor may bar the student from the course until the student meets with the associate dean for academic affairs (or designee) and an appropriate course of action has been determined. In such a case, the associate dean for academic affairs (or designee) will meet as soon as possible with the instructor and the student, together or separately.

The associate dean for academic affairs (or designee) may decide on a course of action, for example:

- Requiring written assurances from the student that the disruptive behavior will cease.
- Issuing a written warning to the student that if the disruptive behavior continues, the student will face a disciplinary hearing for violating the Code of Conduct as detailed on pages 98-103 of this handbook.
- Referring the student to professional counseling.
- Referring the matter to the dean of student life for investigation possible and possible disciplinary action.

The associate dean may impose on the student an interim suspension from the course until the student has taken required actions or had the case adjudicated, as described in this handbook. An interim suspension can provide time to deal with a disruptive situation; it is not intended to be punitive. The suspended student should have access to class notes, be kept informed of activities and assignments, and be permitted to take scheduled quizzes and examinations.

Appeals of a disciplinary action by students or faculty members may be made to the dean of student life, in which case the matter will be heard by a Discipline Review Committee as set forth in the Student Code of Conduct and Disciplinary Procedures.

4.4.3 Sanctions for Disruptive Behavior

Depending on the results of these procedures, the student may be reprimanded, fined, placed on probation, suspended from the course or from the College, or permanently removed from the course or from the College. Where appropriate, the matter also may be referred to civil authorities.

4.4.4 Confidentiality

Throughout the process of dealing with disruptive student behavior appropriate confidentiality must be maintained (except as otherwise set forth in this policy) to protect the student. The Family Educational Rights and Privacy Act does not allow faculty or staff members to describe the contents of student records without the student's permission, and even discussions of a student's records with other members of the Moravian College faculty and staff can take place only if there is some legitimate educational purpose for them.

The Academic Affairs Office will keep a confidential record of all reported episodes of disruptive student behavior. Those pertaining to students who have graduated will be destroyed one year after graduation. If a student withdraws, records will be kept for a period of 15 years or until one year after the student reenrolls and graduates.

5 Professional Responsibilities and Procedures

5.1 Faculty Teaching Responsibilities

5.1.1 Course Unit for undergraduate classes

Undergraduate courses at Moravian College follow a course unit system, in contrast to a semester credit hour system. A unit of undergraduate instruction is equivalent to four “credit hours” for the purposes of transfer credits.

A unit of instruction may include a combination of lecture, discussion, recitation, group and individual projects, clinical practice, and studio/laboratory work amounting to the equivalent of 4 hours of classroom instruction per week and 8 hours of assigned homework per week. Moravian College undergraduate courses vary in the number and length of scheduled meetings, often based on disciplinary differences. Courses scheduled for three hours of classroom/other instruction per week may also include additional instructional activity, e.g. discussion sessions, workshops, attendance at lectures and performances, service learning, final examinations, fieldwork.

Meeting times and out-of-class expectations will be adjusted accordingly for half-unit and quarter-unit courses.

For certain classes, 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 session (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 1/6 of a unit toward faculty teaching load. When the observer is also team-teaching the seminar each of the first four students being supervised student contributes 1/4 of a unit toward teaching

load. Each student beyond the first four contributes 1/6 unit toward faculty teaching load.

5.1.2 Course Unit for graduate classes

Graduate courses are measured by credit hours. For the purposes of computing faculty load, a 3-credit hour graduate course counts as one unit toward faculty teaching load. The course load information in this section does not apply to the Seminary.

5.1.3 Full-time teaching load

The normal teaching assignment for full-time faculty members on academic-year appointments is three course units per regular term, i.e., six course units annually. Full-time faculty members on calendar-year appointments teach the equivalent of eight course units annually. Classes may be assigned in the day or evening sessions of the College and occasionally at off-campus locations.

Overload teaching for extra compensation is permitted when staffing cannot be accomplished within regular course load assignments. Payment for overload teaching (in terms of credits or units) is at the part-time rate. Overloads may occasionally occur due to over-enrollment in certain classes. Specific details may be found in the current PT-PAY document located on the P-drive at P://acdean/chairs/.

5.2 Classroom Assignment and Maintenance

The registrar assigns classrooms according to size of class and the particular requirements of the course. Faculty members who have specific classroom needs or requests should make those requests at the time that preliminary course offerings are submitted. Classroom assignments are made based on ADA needs for students and instructors, enrollment, technology needs, and personal requests, in that order of priority.

Inquiries and requests concerning office and building facilities and service needs should be directed to the director of facilities services. Information and service concerning office and equipment keys are also provided by that office.

Faculty are to be mindful that classroom space is shared by colleagues using multiple pedagogies and classroom management practices. After use, all classrooms should be left in a clean and orderly condition, with all electronic devices turned off or returned to “rest” mode..

To facilitate movement between the Hurd and Main Street campuses, the institution provides inter-campus shuttle service for each class period of the day. In the evening, the shuttle makes frequent runs between campuses.

5.3 Book Orders

Following the requirements of the Higher Education Act of 2008, instructors are required to submit their book orders at the time the schedule is finalized for registration, so that

students can be aware of the book requirements for their scheduling choices and preferences. For the fall term, courses and book orders are generally submitted in January (for March/April registration). For spring term, courses and book orders are generally submitted in September (for October/November registration). For summer sessions, book orders are generally submitted in January or February (preliminary course offerings are submitted in November).

5.4 Course Syllabi

5.4.1 Guidelines

The following guidelines for all syllabi are established with several factors in mind: 1) a desire to affirm what we are doing in the classroom; 2) the move towards creating across campus a climate conducive to assessing student outcomes; and 3) the need to be specific with regard to student expectations for a course, and how those expectations might impact upon a student's grade and progress as a degree candidate.

Course syllabi must include:

- Title and course number of the course, as well as the term of instruction.
- Instructor's name, office location, office phone number (home phone is optional), and office hours (or where office hours may be found – such as on your web page or on your office door – once they have been established).
- Goals of the course. This is an opportunity to define course objectives and thus provide the instructor with a focus for assessment of student achievement. This may be done in prose or bullet list. This is not a list of topics covered, but rather a short list (4-8) of intended student outcomes. For example, a music history class might focus on specific composers, genre, and standard repertoire in its “topics covered,” but the goals of the course might include “Students will learn to identify by ear standard traits of 18th-century classical style,” or “Students will be able to describe the compositional styles of major composers in the Western tradition,” or “Students will demonstrate the ability to apply standard musical terminology and analytical methods in a written analysis of a major work of Western music.” LinC-approved courses should, at a minimum, list the category outcomes for which the course has been approved.
- List of required and recommended texts.
- Attendance policy, including how lateness might affect a student's grade. See section 5.6.1 for college expectations regarding student attendance.
- Academic honesty policy, which could simply reference the pages in the Student Handbook where the College's policy is stated. The Academic Standards Committee urges faculty members to be consistent in following the policy listed in the Catalog and Student Handbook and asks them to

supply the ASC with suggestions for updating and improving this policy. Discipline-specific guidelines that are not covered by the blanket policy should be clearly spelled out in your syllabus.

- How the grade is to be determined. It is in the instructor's best interest to be specific here. If, for example, students must keep a journal, the syllabus should so indicate. It is also advisable to indicate that the syllabus is subject to change. If requirements for the grade change at some point in the semester, these changes should be communicated in writing in the form of an addendum or revised syllabus, and a copy should be sent to the Academic Affairs Office. It is advisable to include some kind of statement indicating that it is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course. Refer to Section 5.6 for policies regarding grading and testing procedures.
- In 100-level courses, at least 15% of the final course grade should be determined and communicated to the students by the end of the fifth week of the term. Teachers are encouraged to inform a student's advisor as well. Instructors are urged to consider a similar policy for courses above the 100 level.

In addition, all syllabi must include a statement regarding disabilities, such as the following: "Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center."

Syllabi for courses which are writing-intensive (including Writing 100 or the First-Year Seminar), as well as any other courses in which you might require or expect students to use the Writing Center, must include the following statement: "The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1592."

5.4.2 Assessment Instruments & Outcomes

In addition to these guidelines, instructors should devise assessment instruments which are tied directly to the intended student outcomes.

5.4.3 Syllabi Copies

Each faculty member is required to submit their course syllabi electronically through the Canvas learning management system. Syllabi will be kept in electronic format permanently for archival purposes.

5.4.4 Course Levels Guide

The original descriptions came from the May 2005 LinC and CAT sponsored workshop. The revised course level descriptions were prepared by the Academic Standards Committee

(ASC) (Fall 2005). Minor revisions completed by APPC (November 2006). Additional revisions by APPC, based on feedback from CAT and ASC (February 2007)

Approved by the faculty (March 29, 2007).

5.4.4.1 *Preface*

At a May 2005 faculty development workshop co-sponsored by the Learning In Common Committee and the Committee for the Advancement of Teaching, faculty in attendance worked for the afternoon session on developing a guide to distinguish the three course levels (100, 200, and 300). Interest in this topic emerged from growing concerns about student self-reports of lack of engagement with their course material, and with faculty concerns about the level of challenge throughout the College's curriculum.

The faculty members in attendance were divided into working groups with the charge of "defining" one of the three course levels. The results were shared with the entire assembly, and then passed to the Academic Standards Committee for refinement and revision. That new revision was then sent to the Academic Planning and Program Committee for review. The APPC believes that such a template would be useful in reviewing proposals for new courses, and might help individual faculty to better decide on an appropriate level and number for a new course, and to think about appropriate ways and methods to deliver the course content, given the assigned or intended course level.

What is included here is the revised list of characteristics for each level. There is no presumption that every individual course will meet each and every characteristic given for its course level; but a course offered at a particular level of instruction should share more characteristics of that level than of another level, or renumbering of the course should be considered. For example, there are some 100-level courses which do have prerequisites, but most do not. Spanish 150, for example, requires a certain minimal level of proficiency with Spanish vocabulary, grammar, and speaking before a student can enroll.; And while we call Spanish 150 an "intermediate" course, it is the first course in the program with a specific focus on conversation; in that context, it encourages the development of specific skills, provides an initial application (of conversation) to the discipline of Spanish, builds on greater vocabulary (but still a basic vocabulary), and prepares students for 200-level courses in Spanish.

One must note that while the descriptions lean towards discipline-specific references, the College does offer a number of courses of an interdisciplinary nature, many of which are not intended to serve students of a particular major, program, or academic division. In these cases, we recommend that the faculty, in determining course level, consider the references to types of learning, synthesis, engagement, etc. that are described in the guides for each level.

5.4.4.2 *100-level courses*

- Introduce students to basic vocabulary/concepts, methodologies, and applications of the discipline(s) relevant to the course.
- Explore the broad subject matter of a given field (generally a survey course).
- Encourage development of strategies/skills (and tools) that could be applied across disciplines (ex.: writing, computing, speaking, reading).
- Encourage critical thinking and advancing/acknowledging different ways of knowing.
- Deliberately prepare students for relevant 200 level courses in the discipline(s) relevant to the course
- Generally have no prerequisites.

5.4.4.3 *200-level courses*

- Build on 100 level concepts and skills
- Provide guided practice in methodologies and ways of thinking and knowing relevant to the discipline(s) in the course.
- Use disciplinary content as a vehicle to the acquisition of skills
- Intended for people with a serious interest in the discipline and as a gateway to the major
- Build an awareness of the language and behavior of the discipline(s) relevant to the course
- Involve significant personal engagement in the material in and beyond the classroom
- Involve synthesis of ideas from the discipline(s) relevant to the course and expression of original ideas

5.4.4.4 *300-level courses*

- Generally have prerequisites
- Build on concepts, skills, and vocabulary from 100- and 200-level courses
- Bring together higher-level concepts from the discipline with life experiences (including, but not limited to, field work, performance, service learning, and other activities which draw on students' own experiences and/or practical applications of course content)
- Bring together higher-level concepts from the discipline with concepts from related disciplines
- Focus on higher order thinking skills, such as analysis, synthesis, and critique (including self critique)
- Engage the students in a more sophisticated level of discourse, moving the students towards being producers of knowledge, ideas, and content
- Give students the opportunity to define problems, and create and explore original ideas in the discipline(s) relevant to the course

- Move the students towards independent functioning and learning in the discipline(s) relevant to the course

In addition, the proposing committees strongly recommend that each department consider having a capstone experience for seniors. This might be a course (such as a seminar) or some other required academic experience (such as a recital or internship). A capstone experience should have a clear academic component, even if it takes place “in the field,” and should encompass the following:

- Critical thinking
- Assessment
- Presentation
- Self-direction
- Tools of the discipline
- Originality
- New knowledge
- Engagement and collaboration

5.5 Field Trips

Moravian College encourages the use of educational trips to enhance classroom learning. We do not, however, guarantee that the College will pay for required field trips. Budget requests for such trips should be included in the annual budget proposal of each department and must satisfy the following conditions: the experience to be gained by a class (or classes) should be clearly worth the time and effort spent; the place visited should be within reasonable distance; all members of a class must be required to go on such a trip (unless excused for serious cause); and trips should be planned at such times as will minimize conflict with other classes.

In some cases and after consultation with the department chair, students may be charged a fee for a field trip. When possible the students should be notified in the registration materials of any additional costs associated with a required field trip. The fee is then billed and collected by the Bursar’s Office.

The faculty member should notify all other faculty members when students will miss classes for field trips. A faculty member has the right to refuse to allow a student to participate in a trip for another instructor’s class when the student’s performance or attendance has been marginal or poor in his or her class or when the student is expected to participate in a significant in-class evaluation experience. In this case, the faculty member requesting the student’s participation in the field trip must create an alternative assignment in lieu of the trip.

5.6 Student Evaluation Policies and Procedures

5.6.1 Student Attendance

At the beginning of each term the institutional registrar issues a class schedule. After the add/drop period, class enrollment is confirmed by each faculty member so that the Registrar's Office may provide an official list of students assigned to each instructor's class.

It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absences in the course. There is no specific college-wide policy, other than to encourage students to attend classes regularly. If attendance (or lack thereof) might impact a student's grade, this needs to be stated on the syllabus. It is the responsibility of the faculty member to set forth in writing at the beginning of a course any special conditions regarding absences in his or her course. In many classes the student's participation in class constitutes a substantial part of the work of the course, in which case excessive absence will lower grades.

5.6.2 Grading

A detailed statement of the grading and grade-point system is presented in the College catalog.

5.6.3 Mid-Term Reports

Midterm reports are to be submitted to the registrar at the end of the sixth week of classes every fall and spring term. Each student's progress to date should be rated as Satisfactory, Unsatisfactory, or Failing. Instructions for submitting midterm reports are provided by the registrar.

5.6.4 Final Grades

In the determination of final grades no single evaluation device is to be weighted more than one-third.

5.6.5 Return of Tests and Quizzes

All tests and quizzes are to be returned no later than two weeks after they are given and, in any event, no later than the last class meeting.

5.6.6 Return of Papers

All papers are to be returned no later than three weeks after the due date or in any case no later than the scheduled final exam for the course, or by the last day of classes in courses with no scheduled final exam.

5.6.7 Last Five Days of Classes

5.6.7.1 Final Exams

No final exams may be scheduled during the last five days of classes in any fall or spring term.

5.6.7.2 *Tests, Quizzes, Papers, Presentations, or Projects*

No tests, quizzes, papers, presentations, or projects worth more than 20% of the final grade for the course may be scheduled for the last five days of classes in any fall or spring term. If a test is given during the last week of classes, it must not overrun the allotted time period of the class.

5.6.7.3 *Lab Practicals, Lab Finals, Foreign Language Dictations*

These regulations, however, do not prohibit lab practicals, lab finals, or foreign languages dictations or conversations in the last week of classes if such specialized testing cannot be accommodated during the final examination, or an Honors exam, if this should be necessary, in the last week of classes. The regulation does apply to take-home final examinations, which should be due at the scheduled time during the final examination period.

5.6.8 Take-Home Final Examinations

Take-home final examinations are due at the scheduled time during the final examination period. Faculty may not require take-home finals to be submitted during the last five days of classes.

Faculty members having questions concerning this regulation should contact the Academic Standards Committee of the faculty, through the associate dean for academic affairs.

5.7 Reading Days

The College provides more than one reading day before final exams and/or at least one reading day during final exams.

5.8 Final Examinations

5.8.1 Location

Exams are held in their assigned classrooms, or at an alternate site according to the arrangements that have been made with the Registrar's office. No location changes are to be made without the approval of the Institutional Registrar.

No changes in exam time are to be made without prior approval of the dean of curriculum and academic programs. Faculty who choose to substitute a take-home final for the scheduled final must notify the dean of curriculum and academic programs in advance of the scheduled exam time. This is for safety reasons – in the event of an emergency, the Provost's office needs to know which exams are being held in classrooms and which are not.

5.8.2 Testing Devices

All testing devices, including final examinations, which faculty members do not return should be kept on file until one year after the exam has been administered and be made available for student examination.

5.8.3 Two Final Examinations on a Single Calendar Day

Students who find that they are scheduled to take more than two finals on a single calendar day may request the faculty members involved to allow the student to take one of their finals at a mutually convenient time and place, or for the exam to be moved to a different time and proctored by the office of the provost. Requests to move finals because of such conflicts must be made by the student no less than one month prior to the last day of classes for the term in question. All conflicts in final examinations that cannot be worked out with faculty members should be reported to the dean of arts, humanities, and social sciences (for exams in accounting, art, economics, education, English, history, interdisciplinary studies, management, modern languages, music, philosophy, political science, psychology, religion, social sciences, or women's studies) or dean of natural and health sciences (for exams in biology, chemistry, computer science, earth science, environmental science, mathematics, nursing, physics, or rehabilitation sciences). Please note that the opportunity to reschedule a final exam does not apply when there is a take-home final.

5.8.4 Pass/No Credit

All juniors and seniors participating in the Pass/No Credit system shall be given the option of taking or not taking their Pass/No Credit final examination if they have maintained a B grade or better in the course.

5.8.5 Calculating the Final Examination

In no course may the final examination be counted as more than one-third of the final grade.

5.8.6 Secretarial Assistance

If secretarial assistance is needed to prepare copies of an examination, all materials should be submitted to a staff assistant as soon as possible and, in any event, at least three days before an examination is to be given.

5.8.7 Day of the Final Examination

Faculty members are expected to be in the classroom (or other designated location) well in advance of the scheduled time for the beginning of the examination in order to make arrangements for the proper seating of students.

5.8.8 Final Grade Due Dates

Final grades are due in the Registrar's Office within 48 hours after the examination for each course except for the last day of the examination period when grades are due within 24 hours after the examination. If, for any reason, a faculty member is unable to meet this deadline, the registrar should be contacted.

Course grades are to be submitted through the campus online portal. Instructions for submitting course grades are provided by the registrar's office.

5.9 Students with Learning Disabilities

Moravian's policy towards students with disabilities is governed by Section 504 of the Rehabilitation Act of 1973 and by the Americans with Disabilities Act of 1990. In general, the law requires that the programs offered by Moravian be accessible to students with disabilities. This means that teachers may at times be required to modify their usual practices of teaching and testing, for example by permitting some students to take more time with their exams, by allowing students to tape record lectures or discussions, by allowing service animals in the classroom, or by moving the class to a more accessible location.

Students who require special accommodations must provide documentation of their disabilities to the Learning Services Office, which informs faculty members of the required accommodations. Questions regarding students with disabilities should be directed to the director of learning services or to the designated ADA coordinator, the assistant dean for academic advising. There are many websites offering information and advice on Section 504 and the ADA, among them several maintained by the Office of Civil Rights in the Department of Education (see for example <http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html> (last accessed October 2, 2016). The Parent Advocacy Center for Educational Rights has an "ADA Q&A" website at <http://www.pacer.org/publications/adaqa/504.asp> (last accessed October 3, 2016), which is also useful.

5.10 Attendance Policy

5.10.1 Student's Responsibility

Students are expected to attend classes regularly. If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, tests, and other period assignments may be granted at the discretion of the instructor. Authorization to make up final examinations is made only by the associate dean for academic affairs. When a student finds it necessary to be absent from class, he or she should, as a matter of courtesy, inform the instructor, if possible, in advance of the absence.

5.10.2 Faculty Member's Responsibility

It is the responsibility of the faculty member to set forth in writing at the beginning of a course any special conditions regarding absences in his or her course. In many classes (e.g., seminars, laboratories, studios, physical education) the student's participation in class constitutes a substantial part of the work of the course, in which case excessive absence will lower grades.

5.10.3 Excessive Absences

When in the judgment of an instructor a student's progress is being seriously impeded by excessive absences from class or by other difficulties, the instructor will refer the student to the director of academic support services.

Prior to the announced last day for students to withdraw with a "W," instructors may request an administrative withdrawal for a student who has been absent from class without notification for a period of three weeks or more. The request will be submitted to the registrar in writing. The registrar will then consult with one of the academic deans on the appropriateness of the request. If a student's status changes from full-time to part-time as a result of the administrative "W," the bursar and financial aid will make appropriate adjustments to the student's account for said term. Students who are absent with notification may not be withdrawn by the instructor.

5.10.4 Inclement Weather Policies

In the event of inclement weather, faculty will be notified electronically if classes are cancelled or delayed. The 2-hour delay schedule is available on AMOS. By 6:00am a decision will be made regarding closing of campus for the day. Otherwise, every effort will be made to provide notification at least one hour prior to the first affected class.

Faculty members who need to cancel a class due to inclement weather should refer to section 5.15 for the appropriate procedure.

It is recommended that commuting students who are absent from class or who arrive late not be penalized when the U. S. Weather Bureau has issued any of the following notices for the Lehigh Valley: "Travelers' Advisory," "Heavy Snow Warning," or "Winter Storm Warning."

5.10.5 Arriving Late for a Test

Students who arrive late for a test should be given the full time allotted for completion or, in case this is not feasible and in the case of those who are absent due to weather conditions, an opportunity should be provided to take such tests at a later time, unless an instructor decides to excuse students from the obligation to take a given test.

5.11 Guidelines for the Academic Use of Copyrighted Material

Moravian College recognizes the moral and ethical imperative and the legal necessity of compliance with copyright laws by its faculty, administration, staff, and students. Members of the College community are encouraged to become knowledgeable about copyright.

Copyright-related policies can be found at the library reference desk, at <http://home.moravian.edu/public/reeves/about/copyright.html> (last accessed October 3, 2016), and in The Student Handbook. The College copyright policies are not legal documents but, if followed carefully, they will make it unlikely that you will be sued for copyright infringement. Remember that anyone who initiates a request which will result in

copyright infringement or who actually commits copyright infringement is liable for legal action. Members of the Moravian College community who knowingly violate the institution's copyright policy do so at their own risk.

5.12 Office Hours

Faculty members should post clearly on or near their office doors a schedule of the hours during which they will be available for student appointments. This is especially critical during periods of registration.

Faculty members are expected to schedule at least four office hours each week. Those faculty members who are generally available to students in laboratories, studios, practice fields, and the like may schedule fewer office hours, but they should notify students in writing on their office doors of their availability. Faculty members who meet students outside of their offices should be sensitive to issues of confidentiality.

5.13 Faculty Offices

Faculty offices are assigned by the associate dean for academic affairs and are equipped with chairs, a desk, book shelves, a file cabinet, a computer, and a telephone.

5.14 Faculty Class Absence

Faculty members will report their absences from class due to illness or an emergency as promptly as possible to the registrar via the online Class Cancellation portal. The faculty member must also notify the chair of his or her department when it is necessary to be absent from class.

In the case of Evening College or May and Summer Session classes, notify the DCGS Office no later than 3:00 p.m., so that students may be notified of the cancellation.

While a faculty member may from time to time find good reason for canceling a class, it is important that no class be cancelled just prior to a vacation period, except, of course, in cases of extreme emergency. Unless notified to the contrary, the dean of the faculty will assume that all classes are being held as scheduled. Any extended absence should be reported to the dean and to the respective department chair to permit making arrangements for covering classes.

5.15 Changes in the Curriculum

No new course shall be added to the curriculum or an existing one withdrawn until it has been considered by the Academic Planning and Program Committee and approved by the faculty. Proposals for additions of courses, revisions of current programs, and additions of programs are made by departments or by the LinC Committee and must have the signature of the dean of the faculty before going to the Academic Planning and Program Committee

for review. Forms for course and program proposals are available on the P-drive in the Academic Program folder.

To receive credit for the Learning in Common curriculum, courses need approval from the LinC Committee. For LinC approval, forms are available on the P-drive at “P://Learning in Common/” as well as on AMOS.

5.16 Advising Students

All faculty members are expected to share in the responsibility for advising students. Department chairs and those appointed by them serve as advisors to those upper-class students who have elected to major in their departments.

Each year, approximately 20-25 full-time faculty members are needed to serve as instructors and advisors for LinC 101, First-Year Writing Seminar. An instructor serves as the first-year advisor to all students in his or her section and continues to advise these students until they declare majors, often in their sophomore year. First-year advising is coordinated by the Writing at Moravian Committee, in conjunction with the Academic Affairs Office, the dean of students, the director of Learning Services, and the Learning in Common Committee.

5.17 Family Educational Rights and Privacy Act of 1974

FERPA (also known as the “Buckley Amendment”) governs access to students’ educational records in all colleges and universities that receive federal funding. In general, the act prohibits faculty members from releasing a student’s academic records—including grades—to anyone other than the student himself or herself except with the written permission of the student. Faculty members may, however, release academic records to other members of the Moravian College faculty and staff without the student’s permission if they have a “legitimate educational interest” in those records.

In general faculty members need to be careful to maintain the confidentiality of grades. This means for example that instructors may not post grades publicly or return graded work in such a way that others might be able to discover a student’s grade without his or her consent. Neither may faculty members inform parents about the student’s academic records. While there are some exceptions to this rule, the best response to a parent inquiring about a child’s grades is to refer the parent to the Academic Affairs Office.

Faculty members should also be aware that FERPA guarantees a student the right to inspect her or his academic records. This includes, for example, letters of recommendation, unless the student explicitly waives that right in writing. Students do not have a right to review records that faculty members create and maintain for their own use and do not communicate to others (such as a grade book).

There are many other ways in which FERPA can affect faculty members at Moravian College. For a fuller discussion see the Student Handbook under the heading “Student

Records” and the list of frequently asked questions about FERPA posted on the P-drive at P://acdean/Policy Statements/ in the document FERPA FAQs.doc, which includes a link to the Department of Education FERPA website.

5.18 Presence on Campus

In order to promote a community of learning, all full-time faculty members are normally required to be on campus and available to students and colleagues for the equivalent of four days each week during the fall and spring academic terms.

5.19 Research Support

Faculty members are expected to engage in research and other productive scholarly activities. Opportunities for financial assistance should be pursued whenever possible and, in this regard, inquiries should be directed to the Faculty Development and Research Committee, the Development Office, or the dean of the faculty. Whenever possible funds from sources outside the College should be sought in support of research projects. Before applying for matching fund grants, faculty members should ascertain that the College is in a position to make its contribution should the proposal be successful. A grant routing form is available from the Office of Institutional Advancement.

Information about grants is distributed through the president, the dean of the faculty, the Development Office, the Faculty Development and Research Committee, department chairs, the In Common, and various directories and guides. The Development Office maintains a file of available funding opportunities. The Development Office also maintains a current list of projects and/or equipment requests that require outside funding. It is important that all departments, academic and administrative, keep this list up to date and complete.

5.20 Non-College Commitments

Every full-time appointment is made on the mutually agreed upon assumption that the appointee will accept no other remunerative appointment during the academic year except by authorization of the dean of the faculty, who will recommend exceptions to the president.

5.21 Summer Session Teaching

Assignments for summer teaching positions at Moravian College are made by the associate dean for academic affairs after consulting with the dean of continuing and graduate studies and the chair of the appropriate department. No faculty member is required to teach in summer.

5.22 Academic Processions and Programs

All full-time faculty members are expected, and all part-time members are encouraged, to participate in all formal academic functions of the College. Generally these include Commencement and Baccalaureate, but other events requiring attendance and an academic procession are scheduled from time to time. In recent years, many parents and students have attended Baccalaureate and space has been limited. Therefore the faculty marshal has either asked only for volunteers or for a representative from each department to attend.

The faculty marshal leads all academic processions, and is responsible for ushering faculty, administrators and guests to their proper seats. The marshal assists in planning the seating arrangements for academic functions. At Commencement the marshal is responsible for presenting diplomas to the president and for the hooding of honorary degree recipients at the direction of the president.

The marshal of students is responsible for ushering students to their seats during academic processions and for assisting the faculty marshal in planning academic functions.

5.23 Academic Attire

All active members of the faculty serving on a full-time basis are required to attend all academic ceremonies in proper academic attire. The rental of academic attire is the responsibility of the College only when a faculty member is filling an interim appointment or is representing the College at an official function. For all other occasions, it is the faculty's responsibility to rent or purchase the necessary attire.

As a benefit to full-time active members of the faculty, the College assists in the purchase of academic attire to the extent of 50% of the prevailing list price of the proper attire. When a faculty member moves from one degree status to another, the College will assist in the purchase of the attire appropriate for the new degree status on the same basis. To be eligible for the maximum allowance (50%), faculty members must be in the employ of the College for three years. In the event employment is terminated earlier, a faculty member is charged two thirds of the allowance after one year of service, or one-third after two years of service. This agreement is offered to give new faculty members the maximum benefit of such a program without incurring rental charges during the first two years. Associate and part-time members of the faculty are always welcome to participate in academic processions but are responsible for providing their own caps, gowns, and hoods. Arrangements for either purchase or rental of academic attire are made with the College Bookstore.

6 Institutional Benefits

What follows contains information that pertains to faculty members only. For complete information see the Employee Handbook

6.1 Maternity Leave

It is the policy of the institution to treat absences related to pregnancy, childbirth, and postpartum care in the same manner as any other illness or injury. As such, this leave runs concurrently with FMLA leave. The employee's physician determines the extent to which the employee can maintain work-related duties. The date when an employee actually leaves work is considered the first day of disability. At this point, any accrued sick time or short-term disability benefits may be utilized. If the employee ceases working prior to this date, she may use Vacation or Personal Days until the date of disability (FMLA leave would go into effect on this date). The employee may use accrued sick time and short-term disability time up to the time when her physician certifies that she can return to work (usually six (6) weeks or thirty (30) working days).

If remaining FMLA leave is available at the conclusion of the disability, it may be used. This time can be a combination of paid or unpaid time depending on the limits of individual employee accrued vacation or personal time accounts. Employees desiring continuation of pay during their remaining FMLA leave, will need to schedule reserve vacation or personal time.

Employees are encouraged to inform their supervisor of a pregnancy as soon after its confirmation as possible. Disclosure of knowledge of planned leave should also be disclosed at this time. This allows supervisors the maximum amount of time to plan and schedule department or office work during the leave.

Faculty members will work with the Dean and the Director of Human Relations to determine an absence schedule and compensation that is mutually advantageous to the College and expectant mother.

6.2 Faculty Leaves of Absence

6.2.1 Sabbatical Leaves

The purpose of the sabbatical leave plan is to provide additional opportunity for continuing professional growth on the part of faculty members through a program of study, research, writing, or travel. Faculty members whose applications for sabbatical leaves are approved will receive a grant of full salary for one term or half salary for a two term academic year.

Applications for sabbatical leaves are submitted to the Office of the Provost for consideration and approval by the Academic Personnel Committee two years prior to the sabbatical academic year, on April 1st. For example, an April 1, 2020 submission is for a leave in Fall, 2021, Spring 2022 or Fall-Spring, 2021-22.

Faculty members are eligible for a sabbatical leave if they have served the College for a minimum of six years and are at the rank of Associate Professor or Professor at the time 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. Approval of the sabbatical leave in these cases will be contingent upon the success of the tenure process.

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

Faculty members whose sabbatical proposal has been unsuccessful can re-apply the following April.

Applications for other than sabbatical leaves should be submitted no later than January 1 of the academic year preceding the year in which the leave is to be taken. Leaves for reasons other than a sabbatical are covered in sections 6.2.2 and 6.2.3.

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

- Such applications shall include a statement describing in detail the project that the applicant proposes to pursue (including such data as the nature of the project, area and purpose of study or research, institutions to be attended, and places to be visited). The application is to be presented to the Academic Personnel Committee for study, prior to submission by the president with recommendation to the Board of Trustees.
- The applicant will submit in writing a statement that he or she has the present intention of returning to Moravian College upon the completion of the sabbatical leave.
- The applicant agrees to present to the vice president for academic affairs a full report covering major activities and accomplishments of the year of leave, no later than one month after the start of semester following the sabbatical.

In years where there are more applicants than can be accommodated, preference will be given to those whose leaves offer the greatest benefits to the individual and to the College.

6.2.2 Special Leaves Without Salary

Faculty members may apply for leaves of absence for one or more terms without salary but with agreement on the part of the College to offer reappointment at the expiration of the leave. A leave of absence of this type will normally be granted for personal or professional reasons when it appears that suitable arrangement for a qualified replacement can be made and when the College is prepared to offer reappointment at a specific time.

6.2.3 Special Leaves At Reduced Salary

The College, may, from time to time, at its own initiative and for reasons considered to be in the best interests of the institution, offer to a faculty member who applies for leave a reduced salary for one term in the amount of the difference between the faculty member's salary and the cost of his or her replacement for the term. In such cases the replacement

cost will be figured at not less than the prevailing salary paid to part-time teachers with the equivalent rank of instructor for each of the courses or equivalent responsibilities the faculty member would normally assume if he or she were not on leave. In the case of leaves of more than one term, the reduced salary will not exceed half of the stated annual base salary rate of the faculty member.

6.2.4 Benefits during Faculty Sabbaticals and Leaves of Absences

For a faculty member on a leave of absence, retirement contributions will be based on 10% of the actual salary paid during the leave. In the case of a faculty member on sabbatical leave for a full year, however, the contribution will be based on 10% of the full annual base salary. Faculty members on leave and receiving partial salary will continue to receive coverage under health insurance and disability insurance and the institution's portion of term life insurance. Faculty members on leave without salary and benefits may make arrangements with the Human Resources Office to maintain their participation in specific benefit programs by making the appropriate payments for continued participation during the period of absence. Leaves of absence of one full year or more will not be counted toward a non-tenured faculty member's eligibility for tenured status.

6.2.5 Tuition Benefits for Dependent Children

Children of benefits-eligible employees may take advantage of various tuition plans. Benefits from the plans are effective beginning with the next full semester following the completion of two years of service as a benefits-eligible employee.

The following paragraph is currently under review. Until that review is complete the policy stands as currently written.

For budgeting purposes, in order to be considered a candidate for tuition remission, an application for admission to Moravian must be completed by the potential full-time student not later than January 31st of the academic year prior to enrollment. Midyear transfers or new freshman are not guaranteed tuition remission funding for that first semester. A dependent child is defined as a naturally born or legally adopted dependent child or step-child, who is deemed to be financially dependent on their parent(s) by the federal dependency criteria utilized by Financial Aid Office. Exception may be made for those dependents whose education has been interrupted by military service. The child must begin a degree program prior to age 24. All degree programs initiated prior to age 24 must be completed not later than the attainment of age 30. The plans are as follows:

6.3 Professional Travel and Expenses

To promote the professional development of the faculty, each full-time faculty member will be allocated a fixed level of funding, as determined by the Dean of Faculty. This funding is to be used for professional travel or expenses to support the faculty member's scholarly or pedagogical development.

The funds will be included in the budget of the faculty member's academic department. Use of the funds is subject to approval by the chair. In cases where there is disagreement on proper use of these funds, the faculty member can appeal to the Dean of Faculty for approval.

If a faculty member chooses not to use their travel and expense funding, the department chair may reallocate the funds to another faculty member in the department. Adjunct or part-time faculty may be awarded these reallocated funds.

The following limits of support should be observed:

- Lowest cost convenient transportation, e.g., economy fares on planes and trains, and airport buses and limousines rather than taxis. Where travel by car is the most practical means, a standard allowance per mile is provided. The current mileage rate can be obtained from the business office.
- Lowest priced standard accommodations available.
- In order to secure reimbursement for approved conference expenses, a faculty member submits a travel voucher along with receipts for transportation and accommodations to the department chair specifying his/her expenses, but only up to the amount of support agreed upon in advance. The department chair signs the travel voucher, noting the appropriate budget account to be charged, and sends it to the Business Office, which then prepares and sends a check in the amount indicated to the faculty member, assuming, of course, a sufficient balance is in the account to cover the charge.
- Should a faculty member desire an advance to cover conference expenses, this also should be requested on a travel voucher, signed by the chair, and forwarded to the Business Office for payment. Whenever an advance has been given, a voucher indicating actual expenses is to be submitted in the usual manner as soon as the faculty member has returned to campus with any over or underpayment noted. In cases of overpayment, refunds should accompany the voucher.
- If the faculty member uses these funds for purchasing materials, those materials are considered property of Moravian College.

7 Employment Issues and Policies

See the Moravian College Employee Handbook for information on general employment policies.

8 Institutional Services and Facilities

See the Moravian College Employee Handbook for information on services and facilities available to college employees.

9 Rules for Faculty Meetings

9.1 Time of Meetings

Faculty meetings are regularly held once a month during the Fall and Spring terms, normally on a Thursday at 4:00 p.m. Additional meetings are scheduled on an as-needed basis. The calendar of scheduled meetings is distributed at the beginning of each academic year. The faculty meeting is normally chaired by the academic dean. The presiding officer is here called the “chair.”

Special meetings of the faculty may be called by the president or academic dean at any time. The Faculty Executive Council may request the academic dean or the president to call a special meeting of the faculty and a petition signed by no fewer than one-third of the voting faculty (as defined in section 6) will oblige the academic dean or president to call such special meeting, to be held within ten days of receiving the petition.

9.2 Notice and Agenda

Items to be placed on the agenda should be submitted in writing to the Office of Academic Affairs at least one week prior to the meeting. The agenda and supporting documents for each meeting are sent by the Academic Affairs office to all members of the faculty at least three days before the meeting by College email and/or by written notice placed in faculty mailboxes. Items not on the agenda may be brought before the meeting for discussion at the discretion of the chair.

9.3 Right to Attendance and Quorum

The faculty, including full-time, adjunct, and visiting instructors; administrative officers; and student representatives, are entitled to participate in faculty meeting discussions. Persons invited by the president or academic dean to address the faculty on a specific topic are entitled to participate in faculty meeting discussions on or related to that topic.

The quorum for calling a faculty meeting to order is a simple majority of the voting members of the faculty. The quorum for a vote on any question at a faculty meeting is a simple majority of the faculty members who are entitled to vote, and is taken at the beginning of the meeting. Upon request, the chair will count the voting members of the faculty who are present or, where appropriate, the voting members present who are entitled to vote, and the secretary will inform the chair of the presence of a quorum.

9.4 Secretary and Parliamentarian

The faculty secretary and parliamentarian are appointed for three years by CCH in consultation with the dean of the faculty.

The faculty secretary is responsible for taking the minutes of each meeting and sending them to the Dean of the Faculty. The minutes are then sent to the faculty with the agenda for the next faculty meeting. A copy of the record will be kept by the Office of Academic Affairs. The office will submit the official copy to the College Archives.

The faculty parliamentarian interprets rules of procedure; the chair will make the final determination in the event of a challenge to the parliamentarian's ruling.

9.5 Rules of Order and Conduct of Meetings

9.5.1 Rules of Order

The rules of parliamentary procedure as found in Robert's Rules of Order govern the conduct of meetings of the faculty in all cases except where they are inconsistent with College regulations, or where they have been superseded on specific points by action of the faculty as set out in Section 9.12 below.

9.5.2 Suspension of Rules

Rules and procedures governing the conduct of faculty meetings may with one exception be suspended only by the vote of a two-thirds majority of the voting faculty. The exception is that the rule requiring a first and second reading on a committee recommendation for action (see Section 9.8 below) may be suspended only by a two-thirds majority vote of the eligible voting faculty present, there being a quorum.

9.5.3 Executive Session

The entire faculty or the teaching faculty alone at any time during the proceedings in a faculty meeting may, by majority vote of its members present, declare itself to be in executive session, thereby limiting attendance to the relevant members of the faculty.

9.6 Voting Faculty

Full-time teaching faculty and those administrative officers identified by the president are entitled to vote on issues concerning the College community at large. Those so identified are listed in the "Institutional Organization" chapter of the Faculty Handbook. Only members of the full-time teaching faculty are entitled to vote on matters relating directly to their professional responsibilities and interests including, but not limited to, pedagogical issues, curricular matters, tenure and promotion policies, and composition of and election to elected faculty committees. In the event of a dispute as to the category into which an issue falls, the president and/or the academic dean have the authority to make a final determination.

9.7 Voting

9.7.1 Voting Procedures

Unless otherwise specified, action is taken by a simple majority of those voting. Voting may be by voice vote, by show of hands, or by paper ballot, either at the discretion of the chair or when requested by a member of the faculty.

9.7.2 Absentee Voting

A voting faculty member unable to be present at a faculty meeting where the vote on an issue is anticipated may submit an absentee vote. Such vote must be in writing, stating the issue voted on; be signed by the faculty member; and be received in the office of the academic dean no later than an hour before the meeting begins.

9.7.3 Faculty on Leave

Faculty members on leave have the rights of attendance, discussion, and vote at faculty meetings.

9.8 Voting Procedure on Committee Reports

9.8.1 First Reading

Reports by either a standing or ad hoc committee are made in a faculty meeting by the chair of that committee or a committee member designated by the chair. When a report ends with the committee's recommendation for action, the chair announces that this has been the first reading and that the topic is open for discussion. Any voting faculty member may offer a suggestion concerning the proposal which the committee may informally accept, reject, or take back to the committee for consideration.

9.8.2 Closing Discussions

The Chair may close discussion when everyone who wishes to speak to the issue has had one chance to do so.

9.8.3 Second Reading

At the next regularly scheduled or specially called faculty meeting, the chair of the reporting committee states its recommendation, including any suggestions made at the earlier meeting which it has accepted, in the form of a motion. The motion requires a second and may be seconded by any voting faculty member, following which the chair calls for discussion.

9.8.4 Amendments and Voting

A faculty member may offer an amendment altering the motion under consideration, stipulating that it is a friendly amendment. The chair shall then ask the proponent and seconder of the original motion whether they accept it as such. If so, the chair shall open the floor for discussion limited to clarification of the purpose or wording of the amendment only. The chair may close discussion when everyone who wishes to speak to

the issue has had one chance to do so and shall then call for a voice vote on the proposed amendment only. The amendment requires approval by a simple majority vote to pass. If either the proponent or seconder of the original motion does not accept the amendment, it cannot be treated as a friendly amendment and the usual procedure for amending a motion, as set out in Robert's Rules, must be followed.

9.9 Tabling of Motions

When a proposal is brought by an individual, department, or committee to the faculty for its consideration, and is duly moved and seconded, no motion to table the proposal or to refer it back to committee shall be entertained until the individual, department, or committee supporting the proposal has been given the opportunity to speak to it.

9.10 Calling for the Question

Any voting member at a faculty meeting may call for the question when a motion is under discussion, thereby closing debate; if there is dissent, the motion to call the question requires a two-thirds majority vote of voting faculty present to pass. Alternatively, the chair may ask "Are you ready for the question?" If there is any negative response, the proposal to call the question requires a two-thirds majority of voting faculty members present to pass; the vote shall be taken without debate. If the result in either case is unclear, the chair may ask for a show of hands. If there is no negative response, the chair shall declare discussion ended and shall call for a vote on the main matter (the question) before the faculty.

9.11 Elections

9.11.1 Elections

Members of all elected committees are elected electronically prior to the final regularly scheduled faculty meeting of the academic year. Nominations are taken via email several days in advance of each election. The order of elections is determined each spring semester by CCH. A nomination to an office, committee membership, or other position requiring election by faculty vote may be made by any voting faculty member and need not be seconded. Voting in all these elections is limited to the teaching faculty. Elections are conducted by approval voting: the candidate receiving the most votes of approval shall be declared the winner.

There are two exceptions regarding the nomination process: (1) The Grievance Committee is composed of two members who are elected according to the process described above, and two members who are appointed by the Faculty Advocacy Committee; (2) Elections of faculty members to the Board of Trustees of Moravian College are carried out pursuant to provisions in the bylaws of the Board. Nominations for the position of Faculty Trustee are made by the Academic Personnel Committee and require a confirmation vote by the Faculty.

9.11.2 In Cases of One Nominee

Where the faculty has had an opportunity to make nominations and there is a single candidate for an office, committee membership, or any other position requiring election by faculty vote, CCH will conduct an election for confirmation of majority approval of that candidate. If confirmation is not achieved, CCH will solicit a new round of nominations.

9.11.3 Filling Vacated Positions

In the case that a faculty member elected to a committee or other office cannot complete the specified term, a special election to fill the vacated position shall take place electronically.

9.12 Amendments of Rules of Procedure

Proposed amendments of these or any other rules of procedure used by the voting faculty at its meetings shall be submitted in writing to the voting faculty at least one week before the regular faculty meeting at which they are to be discussed. They shall be voted on at the following regular faculty meeting and to pass must receive the vote of two-thirds of the voting faculty present, there being a quorum.