Eastern University Faculty Handbook

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Chapter 1: History, Vision, Mission and Commitments

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History of the University §1.1

Brief Overview of the History of the University

Eastern University's origins trace back to 1925. Eastern Baptist Theological Seminary (now Palmer Theological Seminary) was founded to provide a theologically conservative Seminary alternative within the American Baptist Churches. Just as Northern Baptist Theological Seminary was founded in 1913 to provide an alternative to the Divinity School of the University of Chicago, Eastern was meant to provide an alternative to the nearby and theologically liberal Crozier Seminary.

It sought to be a place where people could be trained in the whole gospel and be given a vision of taking that gospel into the whole world. Scholarship and faith were joined to address issues of faith and justice. It was to be an evangelical and theologically conservative institution. The doctrinal basis was framed as a way of setting forth the classic "fundamentals" of the faith in a way true to the Baptist founders of Palmer Seminary. It was meant to help "guarantee the perpetual evangelical loyalty of this seminary."[1]

Eastern College was established in 1932 as a department of Palmer Theological Seminary with the primary purpose of encouraging and incorporating the professional preparation of pastors. It began as a one-year course and later expanded to a five-year combined program, consisting of two years of college and three years of seminary training, leading to the Bachelor of Theology (Th.B.) degree.

Later, the Department of Public Instruction of the Commonwealth of Pennsylvania approved the granting of the AB and Th.B. degrees upon completion of a six-year program (four years of college and two years of seminary). Ten years later, in 1948, a third year of seminary was added, making a seven-year program leading to the AB and BD degrees.

Following nearly twenty years of growth and academic success, it became apparent that the college needed to assume a more independent role in the education of young Christians. As a result, the Board of Trustees on April 17, 1951 voted to secure a charter and organize a separate institution to be called "Eastern Baptist College." The campus was relocated to the Charles S. Walton Estate in Saint Davids, Pennsylvania, its present day location. A primary aim of the

[1] Gilbert L. Guffin, ed., *What God Hath Wrought: Eastern's First Thirty-Five Years* (Philadelphia: Judson Press, 1960), p. 40

college was still to prepare students for the pastorate, but now equal emphasis was placed upon preparation for other careers that could provide a ministry to the outside world of work. Through the years, the curriculum was enlarged, the faculty was diversified and strengthened, and a coeducational, Christian liberal arts college emerged.

In September 1952, the first classes on the new campus commenced, and later, in 1954, the college received accreditation. In 1972, the legal name of the college was changed to "Eastern College" in order to attract evangelical Christians from a wide variety of denominational backgrounds. The University continues, however, to maintain and value its relationship to the American Baptist Churches in the USA.

Until 1976, the college granted only one degree, the Bachelor of Arts. In that year, the college began to grant the Bachelor of Science degree in appropriate disciplines. In 1968, the college established a social work program (at first called social welfare), and in 1977, the college was authorized to grant the degree of Bachelor of Social Work. A program for the Bachelor of Science in Nursing for those who are already Registered Nurses was established in 1983, and the first BSN was granted in 1986.

Eastern University's first graduate program - the Master of Business Administration - was established in September 1981, and the first MBA was granted on December 22, 1983. In 1984, a Graduate Economic Development program was established to prepare people to become entrepreneurs on behalf of the poor in the inner cities of North America and in developing nations. At first, that program also led to the MBA degree, but in 1986, a program of studies in the area of Economic Development leading to the Master of Science degree was established as an alternate to the MBA. The first MS degree was granted in May 1987. The MBA and MS degrees allow for students to focus on traditional business studies, economic development issues in either a global or North American urban context, health care management, and nonprofit management.

In 1989, Eastern launched its carefully constructed and now highly successful Degree Completion Program in Organizational Management. This intensive, adult student-oriented program has positioned the college in the forefront of non-traditional education in the Delaware Valley. In 1989, the MS in Health Services Management was introduced, as was a nonprofit focus for the MBA. In December 1991, a new Master of Education degree was approved by the Pennsylvania Department of Education, opening up an entirely new area of graduate studies. The MA degree in both school counseling and student development was approved by the state department of education and began in September 1993. In 1994, provisional approval was given to offer the MS in Nonprofit Management. In 1994, the college began offering its restructured traditional MBA courses in an intense and accelerated "learning community" format as the Fast-Track MBA™.

In 1991 the Seminary began offering classes in West Virginia. The West Virginia Program is a partnership between Eastern Seminary and the West Virginia Baptist Convention to provide theological education to qualified persons in the West Virginia region who find it impossible to relocate to the Philadelphia area. Academic policies and requirements of Eastern Seminary apply equally to West Virginia students. Courses in the M.Div. degree are taught in one-week intensives by both regular Eastern Seminary faculty and by adjunct faculty from the West Virginia or the Philadelphia areas. The program was fully accredited in 2000.

In 1995, the College began offering a combined BA/MEd program, by which a student could pursue an academic major as an undergraduate and earn certification and the MEd in a year of graduate study. In 1999, the Templeton Honors College was established.

In 1999, Eastern College, through the School for Social Change began to expand the mission of the college beyond its suburban location. The College established the Institute for

Urban Studies in Philadelphia. One year later, the Institute was expanded to the School for Social Change. In February 2001 the Board of Trustees named the school the Campolo School for Social Change as a tribute to Dr. Tony Campolo who founded the Institute for Urban Studies.

The College was invited in 1999 to work with World Vision International in order to strengthen and enrich their Leadership 2001 initiative through a customized MBA program. With the World Vision partnership, the School of International Leadership and Development came into existence (now the School of Leadership and Development). This international partnership is now enriched with the inclusion of Habitat for Humanity and a Masters program in Organizational Leader-ship delivered in Southern Africa.

In the year 2000 it became clear that Eastern College, a comprehensive institution with undergraduate, graduate, professional and international programs, was no longer properly identified as a traditional college of the arts and sciences. At its February 2001 meeting, the Board of Trustees voted to apply for university status. State approval was granted on October 31, 2001 and on December 1, 2001, Eastern College became Eastern University with its new identity as "An innovative Christian University with Undergraduate, Graduate, Professional and International Programs."

In 1999, Eastern entered into a partnership with Nueva Esperanza with the goal of assisting them in establishing their own two-year college program. As part of this interim partnership, Eastern applied for and was granted provisional approval June 25, 2002 for a new program in Liberal Arts, leading to an Associate of Arts degree under the name of Nueva Esperanza Center for Higher Education (NECHE).

In 2001, Eastern University entered into a partnership with Palmer Theological Seminary in which the University assumed responsibility for managing the academic programs and student services of the Seminary for a 16-month period. This was part of a larger initiative that led to the re-uniting of the University and Seminary in 2003. With a large gift from the Palmer estate, the Seminary is scheduled in the near future to be renamed, Palmer Theological Seminary, a professional school of Eastern University.

In 2004 the University restructured into three schools: The College of Arts and Sciences with the Temple Honors College (about 1650 students), the Campolo College of Graduate and Professional Studies (about 1700 students) and Palmer Theological Seminary with the Eastern School of Christian Ministry and West Virginia programs (about 550 students). These two colleges and the graduate Seminary remain the major academic administrative units of the University. In 2005 NECHE, renamed Esperanza College, was recognized as a Branch Campus of Eastern University.

The Saint Davids campus is the administrative hub of the University, the location of the College of Arts and Sciences. The College of Arts and Sciences is a traditional undergraduate, residential university. Within the residential university is the Templeton Honors College. The Campolo College of Graduate and Professional Studies has its major administrative offices in Valley Forge with classes being offered in more than 22 locations in the Eastern part of Pennsylvania, its nonprofit Master's Program in Washington, D.C. and its international programs in more than eight locations outside the North American continent. The Seminary is located in Wynnewood at the corner of City Line and Lancaster Pike and runs a full degree program in West Virginia.

Vision of the University §1.2

The Vision:

The society and church that are Eastern's reason for existence face complex challenges. As a consequence, so does the University. Those challenges stem largely from urban pluralism, globalization of the knowledge economy, opposite trending birthrates among the haves and have nots, geo-political tensions, frayed educational and family systems, and the inability of a fragmented church to reflect this essence of God's Kingdom. The University's ongoing contributions to society and church are in the form of graduates and faculty who are knowledgeable, ethical, productive and charitable. The next generation of influencers and leaders of society and church would benefit substantially from the distinctive set of qualities present at Eastern. Included in that set is a worldview that combines academic excellence, evangelism and social action. Also present are a context for interpretation and formation that is inclusive ethnically and a faculty whose scholarship is significant in this knowledge age. Given those challenges and distinctive qualities, Eastern envisions a transformational role in society as socially active evangelicalism's pre-eminent institution for ecclesiastical, economic and human development.

Mission of the University §1.3

The Mission

Eastern University is a Christian university dedicated through teaching and learning, scholarship, service, spiritual formation, student development and societal involvement to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership and service. Achievement of that mission begins when students

- advance their development of a Christian world view;
- sharpen their understanding and skills of critical thinking, reflection, analysis and communication;
- demonstrate knowledge and competencies in the liberal arts and the professions;
- experience genuine Christian community in a supportive environment that enables personal and spiritual growth;
- participate in opportunities for meaningful service; and
- grow in their love of God and neighbors.

Achievement of mission occurs when "faith-full" graduates influence the institutions, systems and people of society so substantially that their structures and actions respond to Christian values.

Foundational Commitments of the University §1.4

Foundational Commitments

The foundational commitments that guide our work as members of the University follow:

Our Commitment to Excellence in Scholarship and Teaching

We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and we value the search for knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is "the way, the truth and the life." As an educational community we seek to engage in exemplary and relevant scholarship and original research and publications. We maintain a high priority on excellence in teaching and learning. We value the integration of Christian faith, reason and justice in all academic disciplines and in the development of a Christian worldview.

Our Commitment to Excellence in Student Formation
We regard students as masterpieces of God's art in formation. Therefore, we seek to inform and mentor in them the development of habits of mind and character that are essential to knowledgeable, ethical, productive and charitable Christ-like lives.

Our Commitment to Scripture and the Church
We recognize the Bible, composed of the Old and New Testament, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply Biblical principles to all facets of human aspiration and action. We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel.

Our Commitment to Transformational Leadership
We believe that this 21st Century's global society and knowledge-based systems demand leadership that is intelligent, informed, insightful, ethical, strategic and equitable in its exercise of power. We are dedicated to graduating students whose wisdom, Christian values and skills enable them to lead society's and the church's institutions, including those that are the most influential.

Our Commitment to Evangelism and Discipleship
We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord. We intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith and obedience to Jesus Christ.

Our Commitment to Justice and the World
We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation and Christian transformation in all arenas of life. We particularly seek to work with and for poor, oppressed and suffering persons as part of our Christian discipleship. As part of the commitment, we seek to provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian University. We affirm that Christ calls us to concern, understanding, and involvement in the world, both near at hand in Philadelphia and the Main Line, and to far distant places around the globe. We believe that we are not only to care for people throughout the world but also for the earth itself as responsible stewards of the environment and other physical resources.

Our Commitment to Community

We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of caring and compassion, justice and integrity, competence and affirmation. We want to encourage the holistic development of our students intellectually, emotionally and spiritually. We value faculty-student ratios that facilitate personal and mentoring relationships. We seek an inclusive student body, faculty, staff, and Board. We seek to treat each member of the campus community with fairness, dignity and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission.

Educational Values §1.5

Educational Values

We are ***Christ-centered and holistic*** in all of our programs. We seek to fulfill our motto, "The whole Gospel for the whole world."

We are ***committed to high quality*** in all areas, whether academic, spiritual or service oriented. In particular, we look for creative ways to be effective in the classroom, embracing innovative methodology as an important adjunct to traditional pedagogy.

We are ***student-centered*** — the primary focus of our work is the intellectual, spiritual and psychological development of students. We care about the whole person, seeking to provide a variety of student services, learning experiences and service opportunities that support emotional, spiritual, professional and physical development.

We are ***committed to a discipleship model of education***. Faculty give themselves to students — life on life — resulting in a deep impact. We want our education to be life transforming and incarnational, acquired through relationships as well as information. Unlike much in the culture around us, we will not divorce competence from conscience. We have a passionate desire that the Kingdom of God be experienced and embraced by people who live out their faith in their lives.

We want ***to change lives.*** In a culture that tends to value the credential or degree rather than the person who receives the degree, we seek to educate and develop men and women of intellectual ability, strong character and deep Christian commitment. We seek students who are serious, teachable and invested in their educational experience, so that we can have maximum impact on their intellectual and spiritual formation.

Within the unity of our faith, we seek to be ***an inclusive Christian community***. Held together by our passionate commitment to Jesus Christ as Savior and Lord of all, we are enriched by persons of different ethnicities, ages, academic programs, nationalities, gender, economic backgrounds, political views and ways of understanding the Christian's place in the world.

Eastern ***aspires to be a leader***, not a follower. We want to change the shape of Christian higher education and the world. Our entrepreneurial spirit makes us willing to be innovative and take appropriate risks for the sake of carrying out our mission in the world.

We know that our impact on the world is a direct result of our impact on the lives of our students and graduates. We want ***to equip men and women to make significant contributions*** wherever they are in life or in the world — in their communities, with families and friends, through their businesses, governments or churches. In all that we do, we seek to avoid parochialism and self-centeredness in the service of Christ and his Kingdom. With strong vision, new technology and more flexible accreditation standards that allow experimentation, we are a small school that really can make a big difference in the world.

We are learning ***to be highly resourceful***, wisely using our time, energy and resources to make things happen. As part of our resourcefulness, we will increasingly focus our resources and attention on a limited number of areas where we believe we can have the greatest impact.

Doctrinal Statement §1.6

Eastern is committed to an evangelical and theologically conservative position and is dedicated to the Lord Jesus Christ.

Therefore, it is the rule for members of the faculty, administration and the Board of Trustees to subscribe annually in writing to the doctrinal statement of Eastern University which reads:

SECTION I

- We believe that the Bible, composed of Old and New Testaments, is inspired by God and serves as the rule of faith and practice, being the authoritative witness to the truth of God embodied in Jesus Christ.
- We believe in one God eternally existing as Three Persons.
    - We believe in God the Creator, author of all life and our salvation.
        - We believe that God created human beings, male and female, in the image of God as an expression of God's eternal love, to live in God's perfect will. As such, human beings are called to be faithful stewards of God's creation and to live in relations with God, each other, and the created world.
    - We believe in God the Spirit, Lord and giver of life, who reveals Jesus Christ to human beings to transform them through conversion and sanctification to full humanity as willed by the Creator.
    - We believe that Jesus Christ was conceived through the power of the Holy Spirit, born of the Virgin Mary, and is truly God and truly human.
        - We believe that he lived a fully human life as Jesus of Nazareth, who walked with us, ministered to us, and proclaimed the Reign of God.
        - Because human beings sinned and suffered the penalty of death, we further believe in the life and death of the Lord for our sins, in the resurrection of his body, in his ascension to heaven, and in his personal and visible future return to the earth.
- We believe that our salvation is received through faith by grace through Jesus Christ, the only and sufficient mediator between God and humanity.
- We believe that Jesus Christ commanded us to be baptized and to partake of the Supper in his name.
    - We believe that baptism is the immersion of a believer in water in the name of God the Father, God the Son, and God the Holy Spirit, signifying redemption through the death and resurrection of Jesus Christ together with the believer's death to sin and resurrection to newness of life.
    - We believe that the Lord's Supper is a commemoration of the Lord's death until he returns.
- We believe that the Church is Jesus Christ's body on earth, called to witness and proclaim the good news of God's Reign and salvation to the world. The Church consists of believers, called by Jesus Christ to worship God, serve one another in a spirit of love and truth, and to proclaim God's Reign—not only through word, but also through deeds of love and justice.

As a witness to the Reign of God, the Church embodies God's will to be one in diversity, to care for "the least of these," and to proclaim hope. Therefore, the Church is a light unto the world at all times and in all places.

SECTION II

Every member of the Board of Trustees, every administrative officer of the Institution, professor, teacher, and instructor shall annually subscribe over his or her signature to the Doctrinal Statement, excepting only that a non-Baptist individual occupying any of the foregoing positions shall not be required to subscribe to that part of the Doctrinal Statement regarding the mode of water baptism.

SECTION III

Whenever a member of the Board of Trustees, administrative officer, professor, teacher or instructor is not in complete accord with the foregoing Doctrinal Statement, he or she shall forthwith withdraw from all connections with the University, and his or her failure to do so shall constitute grounds for immediate removal from such positions by the Trustees.

Community Standards §1.7

Statement of Community Standards

Eastern University, as an intentional, evangelical Christian academic community, aspires to pattern itself after the relationship between Jesus and his followers. That first Christian community demonstrated the attributes of forgiveness and accountability, affirmation and challenge, forthrightness and patience, in a spirit of servanthood and respect for diversity in the body of Christ. Eastern University attempts no less.

Therefore, we the faculty, administration and trustees of Eastern University commit ourselves to serve as role models for our students, with whom we partner in living, learning, and discipleship. We also commit ourselves to the standards of Christian conduct articulated in the Student Handbook.[2] In keeping with Jesus' command to love one another even as God has loved us, we pledge to accept one another as whole and complex persons; to engage in communication that is honest and respectful; to offer the highest standards of scholarly integrity and inquiry; to value family relationships, sexual abstinence outside of marriage and sexual fidelity within marriage; to embody justice in our social and economic dealings; and to eschew the corrupting misuse of power.

Academic Freedom Statement [3] §1.8

Preamble

Christian academic institutions serve the Church and the common good by perpetuating and questioning the traditions of human knowledge. Because academic progress always involves trial and error, toleration of what may be error is an inescapable condition of the meaningful pursuit of

[2] When originally approved, this referred to the Undergraduate Student Handbook of Eastern's College of the Arts and Sciences.
[3] Adopted by the Board of Trustees, February 4, 2006

truth. The purpose of an Academic Freedom statement is to protect the integrity of this process of research, inquiry and dialogue. By adopting this Academic Freedom statement, the board, administration, and faculty of Eastern University affirm their commitment to the basic freedoms of academic inquiry.

We also affirm, however, that this freedom has limits imposed by our faith commitments. Academic Freedom does not represent a formless *carte blanche* freedom, in which faculty members can publish or promote any ideas that they might choose. It is incumbent upon each academic institution to carefully define the contours of academic freedom within its unique institutional context. At Eastern University, this definition of Academic Freedom includes the two fundamental components provided below. The first element of the statement has been taken from the statement of academic freedom published by the American Association of University Professors (AAUP). The AAUP document enjoys an advantage over other statements of Academic Freedom because it has become the standard expression of Academic Freedom for American institutions of every kind, whether secular or religious in orientation. Still more basic to Eastern University's Academic Freedom statement, however, is the second element provided below, which takes the form of a commentary on the AAUP document. It is through this commentary that the uniquely Christian identity of Eastern University is brought to bear on the AAUP statement, so that the older statement is properly adapted for use in this Christian institutional context.

Statement

1. 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.

2. Teachers are entitled to freedom in the classroom in discussing, without harassment, their subject matter on which they have competence and may claim to be specialists. They are not to introduce into their teaching controversial matters that have no clear relation to their subject. This is not to discourage controversy or controversial topics. It states that responsible use of academic freedom does not allow persistently intruding material that has no relationship to the subject. Limitations of academic freedom because of religious or other claims of the institution should be clearly stated in writing at the time of appointment.

3. 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. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

4. 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.

5. 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 the 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. 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.

6. 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 subjects, 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.

7. Faculty and students engaged in the creation and presentation of works of the visual and the performing arts are engaged in pursuing the mission of the university as much as are those who write, teach, and study in other academic disciplines. Works of the visual and performing arts are important both in their own right and because they can enhance our experience and understanding of social institutions and the human condition. Artistic expression in the classroom, studio, and workshop therefore merits the same assurance of academic freedom that is accorded to other scholarly and teaching activities. Since faculty and student artistic presentations to the public are integral to their teaching, learning, and scholarship, these presentations no less merit protection. Educational and artistic criteria should be used by all who participate in the selection and presentation of artistic works. The institution does not endorse the specific artistic presentations nor do the presentations necessarily represent the institution.

Commentary

The AAUP statement provides valuable guidelines for an understanding of academic freedom, yet does not adequately articulate the shape of academic freedom for a distinctly Christian institution. As a Christian community, Eastern University believes that the contours of academic freedom are shaped and circumscribed by beliefs and values that are uniquely Christian, inasmuch as these beliefs and values have been handed down to us in the Bible (Old and New Testaments) and Christian tradition. Indeed, within a Christian worldview, freedom is finally the freedom to live the life intended by the Creator in submission to the purpose and will of God. It motivates us as a community to seek the mind of Christ in all arenas of intellectual endeavor in a collegial community that is centered on God as revealed in Jesus Christ. For this reason, the faculty of Eastern University willingly embraces as true the affirmations of the Doctrinal Statement of the university, reconfirming these commitments each year by signing a copy of the statement. A faculty member's signature to this effect is an explicit testimony that the faculty member believes the affirmations therein, and that, believing these, they will not advocate contrary viewpoints in their teaching.

The meaning of academic freedom at Eastern University is fostered by acknowledging that a Christian worldview serves as the tradition and foundation for the conditions of authentic freedom. It is truth, as Jesus said, that sets us free. The truth of which he spoke was not simply abstract intellectual ideas but truth embodied in a life responsibly oriented toward God, fellow humans and the creation. For this reason, faculty members of Eastern University are expected to exemplify Christian values as their teaching duties are carried out. In this spirit, faculty members

will not advocate in their teaching any position that is contrary to the university's Community Standards.[4]

Freedom of academic inquiry demands that faculty members may explore and raise questions about the validity of the affirmations of the Doctrinal Statement and of the Community Standards. In doing so, they shall not in their teaching advocate any position that is contrary to these affirmations, nor, in the case of the Doctrinal Statement, should they feign adherence to its affirmations. Faculty members may differ from the doctrinal statement insofar as this has been approved formally by the Board of Trustees. In sum, academic freedom that is meaningful insures that there is a freedom of exploration of God's creation in all scholarly disciplines, but this freedom is shaped and circumscribed so that positions antithetical to the Doctrinal Statement and Community Standards are not advocated in our teaching, nor are positions contrary to our Doctrinal Statement believed by faculty members. The requirements and expectations laid out in this statement of Academic Freedom should be mutually understood at the time of the teacher's affiliation with the institution, and necessarily defines the contours of academic and intellectual freedom for Eastern University faculty members as they fulfill faculty roles (as defined in faculty handbooks) and proceed through the processes of initial tenure review and reaffirmation of tenure at the university. The effectiveness of Eastern University as a servant of Christ and his Church depends finally upon the dedication within the institution to a genuine concern for the rights and responsibilities of freedom of mind and spirit in the service of Jesus Christ.

Procedures

A faculty member shall not be expected or required to retract or modify his or her utterances merely because a complaint or accusation against them has been received. Only complaints or accusations which allege a violation of the academic freedom statement shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor or hearsay. Any questioning of adherence to standards shall be subject to the community norms of charity and justice. The grievance procedure in the Faculty Handbook (Chapter 4, Section X) will be followed in cases where it is necessary to determine if a principle of academic freedom has been violated.

[4] Here we refer to the Community Standards of Eastern University found in the Faculty Handbook. At the present time, Palmer Theological Seminary has slightly different documents respecting such standards, and the documents do not share the title "Community Standards" (e.g., see the Palmer Seminary "Policy on Human Sexuality and Moral Conduct").

Chapter 2: The Administration of Eastern University

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Board of Trustees §2.1

Board of Trustees

The Board of Trustees of Eastern University is composed of up to 42 members, elected by the Board for staggered three-year terms, plus the President of the University, who serves in an *ex officio* capacity. A majority of the Trustees must be members of a Baptist church. Meetings of the entire Board of Trustees are held at least once a year (as required by the University by-laws) and currently three times annually in February, May, and October.

The Board of Trustees has primary responsibility for all areas of the corporation and University and manages the same in conformity with all governing laws, the University Charter, and applicable by-laws. Specifically, it has the power and responsibility to determine and review the purposes and the mission of the University and to establish whatever policies, standards, procedures, and regulations it deems appropriate for the sound operation of the University, including (but not limited to) the following: the performance of the President, institutional planning, educational programs, faculty appointments (including salary schedules, promotions, tenure, conduct standards, and dismissal), academic and social standards for students and fees for instruction, employee benefits, the granting of earned and honorary degrees, all matters of financial detail, property construction and renovations, and the management of University property.

The Board of Trustees has nine standing committees: Executive, Finance and Property (with subcommittees on Investments and Audit), Academic Affairs, Student Development, Strategic Planning, Development, Human Resources and Technology, Marketing/Enrollment, and Board Governance. The Board chooses, hires, evaluates, and, if necessary, dismisses the President, who is the chief executive officer of the University. The president, with the concurrence of the Board chairperson, shall establish and fill by appointment the positions of chief financial officer, chief development officer, and chief academic officer for the proper administration of the University. Appointments below the level of said officers shall not require concurrence. Also, upon the recommendation of the President through the Academic and Student Affairs Committee, the Board approves the appointment, promotion, tenure, or dismissal of all faculty members.

Institutional Leadership §2.2

Institutional Leadership

Leadership at Eastern should inspire and empower its members to accomplish the University's mission in accordance with (1) standards of service articulated in the New Testament for Christian organizations, and (2) standards of quality articulated by the Middle States Commission on Higher Education and the Association of Theological Schools. Consecrated to the preparation of competent graduates who are passionate about the redemption and transformation

of people and society, as exemplified by their love of God and neighbor, Eastern must have leadership whose gifts include envisioning and communicating vision, managing systems and strategies, teaching and scholarship, encouraging and accounting for excellence, procuring requisite resources, governing and setting strategic direction, and caring about members compassionately (See Romans 12:6-8).

Because Eastern is a complex, modern academic organization, the University employs a number of different structural models simultaneously in its effort to achieve a sacred mission. The first is a *collegial* model predicated on the shared contribution of knowledge and expertise from a variety of disciplines and offices. Most policies and decisions about curriculum, academic personnel, and student matriculation are made collaboratively by faculty and deans.

The second is a *bureaucratic* model that structures the goal setting, execution, communication and evaluation transacted by the administrative and support offices of the University.

The third is a *partnership* model, which guides major strategic alliances between Eastern and partner organizations (e.g. World Vision, Nueva Esperanza, Philadelphia School District).

The fourth is a *political* model, which responds to the University's existence as a community of constituents with varied and sometimes competing interests. Cross-departmental leadership and systems teams provide the scaffolding for the political model.

The last model, which overlaps the others, is a *market* model. Eastern's graduate and professional college and various institutional advancement offices are examples of such a structural model, which responds to the highly competitive environment in which the University attempts to secure enrollments and investments.

Not only does Eastern organize around different structural models simultaneously, but it also organizes around four "colleges" (including Esperanza College) with site based faculty and administrative management. Even so, each is directly related in numerous ways to the University's central administration.

The University's multi-model and multi-campus structure must have a common mission and shared values if essential clarity, cohesion and fairness are to the maintained. Consequently, a total systems framework is necessary to ensure an overarching unity of purpose and direction. That system framework at Eastern has seven major organizational design elements.[5]

1. Vision – The purpose and mission of the University, its strategic intent, and the financial model for achieving the desired future state.
2. Strategies – The primary bases upon which the University allocates resources to differentiate itself from competitors, ensure constituent value, and achieve exemplary performance to realize its vision.
3. Structure – The formal organizational arrangements of the University that delineate its basic units of authority and accountability and the overlays that regulate the interdependencies that the formal arrangements create.
4. Infrastructure – The formal systems and processes that reinforce the intentions of the University's structure and strategies, including the basic planning, measurement, control, operation, information, human resource and resource allocation systems.

[5] See Miles, R.H.. Leading Corporate Transformation, 1997.

5. People – The nature of the workforce, including experience, knowledge, skills, preferences, maturity level, perceptions, orientations, and diversity.
6. Competencies – The core competencies of the University as a whole; what Eastern does particularly well.
7. Culture – The value and beliefs that are shared by most of the University's people and the style and behavior of its leaders.

These design elements form a total system, making each member (departmental and individual) of the University a part of the whole, belonging and obligated to all of the members. The collaboration, interdependency, shared knowledge, communication and efficiencies of such a total system require structured cross-departmental teamwork.

Eastern has a number of leadership and systems teams that have been designed to facilitate open and collaborative planning, decision making, learning and problem solving across departments. Five are leadership teams, one for each of the colleges and ESPERANZA COLLEGE and one for the total University. Leadership Teams (1) collaborate with the Effectiveness and Resource Allocation Teams (see below) on strategic planning and action, annual planning of operations and budgets, and the formative and summative evaluations of operations and budgets; (2) manage the execution of those plans and of recommendations from the Systems Teams (see below); and (3) develop and recommend policy through the University President to the Board of Trustees.

There are six cross-functional Systems Teams. The Effectiveness Team, which is responsible for managing the University's planning and evaluation processes, leads the completion and annual revision of strategic five year plans for the university. This team also conducts formative and summative evaluations of progress toward approved objectives. The Resource Allocation Team, which is responsible for the completion and periodic revision of the Annual Plan of Operation and Budget of the University, works closely with the Effectiveness Team and departmental budget managers in the construction, implementation and collaborative revision of budgeted strategies. The Technology Team advocates the best practices for information technology at the University, develops strategies and recommendations for optimum utilization of technological resources to serve Eastern's diverse constituencies, and educates those constituencies regarding the benefits of technology in instruction, research, administration and operations.

The Intercultural Competencies Team guides the University in its development of living, learning and working conditions that deepen cross cultural understanding and foster respect for and oneness in Christ with others. The Marketing and Development Team is responsible for the University's integrated marketing plan, which includes advertising, funds development and enrollment management. The Human Resources and Communications Team sets direction for human resources and life safety policy and execution, evaluates work systems to promote values-based and policy-supported efficient processes, and sets direction for internal and external communications.

A number of Academic and Student Development Teams operate within those administrative units and are described in other sections of the Faculty Handbook and in the Student Handbook. Individual administrative offices are presented below, with the exception of Seminary administrators, which are presented in the Faculty Handbook of the Seminary.

Leadership Positions	**§2.3**

President of the University

The President is the chief executive officer of the institution, appointed by and responsible to the Board of Trustees for the overall affairs of the University and for leading the University in the fulfillment of its mission, goals, and objectives. S/he is an *ex officio* member of the Board of Trustees, with all the rights and privileges thereof, including the right to vote as a Trustee, and serves on committees of the Board as requested to do so.

With the establishment of the Office of Chancellor by the Board of Trustees, effective September 1, 2008, the President of the University has delegated executive authority defined in the succeeding paragraph to the Chancellor. That action positions the President to focus on advancement and strategic financial responsibilities that the Board has defined as critical for the University at this time in its history.

Chancellor

The Chancellor, operating out of the President's Office, presides over all academic, student development, personnel, admissions, and operational functions of the University except for those at Palmer Seminary. The financial functions relating to operating budgets are under the purview of the Chancellor.

Provost

The Provost is the chief academic and planning officer of the University and serves as the Institutional Accreditation Officer. In addition to the general oversight of the academic areas, his/her responsibilities include commencements, convocations, Windows on the World, and strategic thinking/planning initiatives of the University. S/he works very closely with the Chancellor, President, Board of Trustees and administration in developing and monitoring the implementation of planning initiatives, keeping before all constituencies the key issues, major goals, and strategies for the University's present and future, as well as the opportunities and threats of the contemporary scene. S/he is the administrative liaison to the Academic Affairs and Strategic Planning Committees of the Board of Trustees and serves on the Executive Council of Esperanza College.

Senior Vice President

The Senior Vice President, under the direction of the President, is responsible for university marketing and institutional partnerships that extend the University's reach with broad markets. S/he serves as the liaison to the Executive and Marketing Committees of the Board of Trustees as well as the Executive Council of Esperanza College.

Dean of the College of Arts and Sciences

The Dean of the College of Arts and Sciences, under the direction of the Provost, provides leadership in all aspects of the College's academic programs, insuring the quality of curriculum, instruction, and scholarship; spearheads the integration of faith and learning; assists the faculty in the development of new programs; recruits new faculty and superintends faculty development and review; prepares and manages the budget for all the School's academic programs; coordinates the work of faculty committees; monitors the quality of courses and programs held on and off campus; and supervises the work of the Department Chairs and other support personnel in the College's academic programs.

Dean of the Templeton Honors College

The Dean of the Templeton Honors College (THC), under the direction of the Provost, provides leadership in all aspects of the Honors College including curriculum, faculty, constituent and financial development, integration of faith and learning, and budget preparation and management. In this capacity s/he works closely with the Dean of College of Arts and Sciences, and appropriate faculty committees. *(This position is currently filled by the Associate Dean, THC)*

Dean of the Campolo College of Graduate and Professional Studies

The Dean of the Campolo College of Graduate and Professional Studies (CCGPS), under the direction of the Provost, has the leadership responsibility for graduate and accelerated adult programs, including student services, curriculum and program development, faculty selection and training and outcomes assessment. In this capacity, s/he works closely with the appropriate faculty committees and the Provost and collaborates with other Deans, the Director of CCGPS Enrollment Management and the Director of University Academic Budgeting.

Dean of the School for Social Change

The Dean of the School for Social Change, under the direction of the Provost, provides the leadership for the Center for Urban Youth Development (with its BA and MA in Urban Studies), the Global Center for Applied Research, the Center for Community Education, and the Center for Transformation Through Education. The Dean provides vision and leadership for all aspects of the programs insuring the quality and relevance of curriculum, instruction, and scholarship; guides the faculty in the development of programs; prepares and oversees the budget for all programs; works with admissions and marketing to insure appropriate enrollment goals and supervises the work of support personnel in the various program areas. The Dean also has significant responsibility for fund raising for the school's programs.

Vice President for Information and Registrar

Reporting to the President, the Vice President for Information and Registrar supervises two major units of the University.

As Registrar, s/he supervises the generation and maintenance of student records, implements institutional academic policies, and works in concert with faculty and administrators in serving the faculty and students and promoting the mission of the University. In addition to serving on various committees of the faculty and University administration, s/he, in cooperation with the faculty and deans, prepares class schedules for each academic session, registers students, prepares class lists, sends warning notices received from faculty, records student grades, majors, advisors and academic progress, coordinates classroom assignments, prepares academic and examination schedules, evaluates academic credentials for admissions and transfer purposes, with faculty, deans, and the admissions department. S/he assists the Deans in assuring that University catalogs contain the most up-to-date curricular and academic information possible, sends out transcripts as requested, supervises the staff of the Registrar's department, and cooperates with other academic, financial administrators in a variety of tasks.

As Vice President for Information s/he chairs the Technology Team and supervises the offices of Academic Computing, Administrative Computing, and Institutional Research.

Vice President for Student Development

The Vice President for Student Development, under the direction of the President, is responsible for Student Development programs. S/he serves on the Leadership Team provides leadership to all aspects of student life and the co-curricular programs. These include coordination of student activities, liaison with student government, the direction of the athletic programs, residence life, personal and career counseling, health services, spiritual life, student

conduct and discipline, and other matters. The Dean of Students, Director of the Cushing Center for Academic Support (CCAS), University Chaplain, Director of Athletics, Director of Career and Leadership Development, Director of Conferences and Special Events, Director of Student Health Services, International Student Advisor, Coordinator of Student Activities, and other student development personnel report to the Vice President for Student Development.

Vice President for Development

The Vice President for Development reports directly to the President and is responsible for multiple functions that support the advancement of the University by leading all fundraising activities, capital and endowment campaign activities, and building and maintaining strong alumni relations. The Vice President participates personally and is adept at and enthusiastic about friends and fundraising, sets the example for dynamic and aggressive fundraising, and effectively partners with other leaders of the University. S/He must represent the University in a manner that supports the University's Christian values, mission, and standard of professional conduct. S/He plans, organizes, and directs all ongoing and special project funding programs for the institution by performing the following duties personally or through subordinate supervisors.

Vice President for Enrollment Management

The Vice President for Enrollment Management, reporting to the President, will provide leadership and direction for key recruitment efforts of the university, including work in the admissions and recruitment plans. He/she will work with all Directors to unify all recruitment efforts from an institutional perspective. The ultimate goal is to have a unified team of admissions able to effectively recruit prospective students and to market the institution as a whole. The Vice President will provide leadership and coordinates efforts for annual and long-range recruitment and enrollment plans.

Vice President for Finance and Operations

The Vice President for Finance and Operations, under the direction of the President, is the chief financial officer of the University and is responsible for financial reporting and controls, budget planning and management, treasury functions, administrative computing and systems, student accounts and financial aid, and purchasing and accounting functions such as payroll and accounts payable. S/he chairs the Resource Allocation Team and is administrative liaison to the Finance and Property Committee of the Board, the Audit Committee of the Board, and the Investment Committee of the Board.

General Counsel

General Counsel, under the direction of the President, provides legal guidance to the University on matters of policy and action. *(The role of General Counsel is currently filled by the Chief Human Resources Officer.)*

Vice President for Asian Relations

The Vice President for Asian Relations, under the direction of the Chancellor, is responsible for integrated marketing and partnership development in Asia for the purpose of growing enrollment and further internationalizing the University. Current partnerships include E-NCLEX and Chongshin University in South Korea, and Chongqing University and Qingdao Technological University in China. Additionally, s/he manages the University partnership with English as a Second Language International (ESLI), an on-campus (St. Davids) institute that provides language training for international students prior to their study in Eastern degree programs.

Director of University Academic Budgeting

The Director of University Academic Budgeting, reporting to the Provost and in collaboration with Deans and academic program unit cost center managers, oversees the financial and budgeting aspects of the academic units (College of Arts & Sciences, Campolo College of Graduate & Professional Studies) and serves as a liaison between the academic units and the University's Finance Office.

Other Administrators §2.4

Director of Academic Computing/Instructional Technology Support Center (ITSC)

Reporting to the Vice President for Information and Registrar, the Director of Academic Computing/ITSC, is responsible for the day-to-day operations of two areas, Academic Computing and Instructional Technology Support Services. The two departments form the infrastructure from which distance learning and other technological initiatives can spring. The Director coordinates the procurement, installation, network and systems integration, service, repair, and delivery of computers, peripherals and other audiovisual and computer presentation equipment. S/he oversees day-to-day user support/help desk needs and strategic PC hardware and software upgrades.

Warner Library Director (St. Davids)

Reporting to the Provost, the Library Director seeks to meet the bibliographic, informational, and research needs for all members and programs of the University community. S/he has responsibility for the maintenance and operation of Warner Memorial Library; development of services, collections, and computerized information systems; provision of orientation and instruction in the use of library services for faculty and students in each of the University's programs; selection and general supervision of all library personnel; strategic planning for the development of library resources, facilities and services; preparation of both an annual library budget and an annual report; and recommendation to the Development Office of projects worthy of financial support.

Director of Faculty Development and Assessment

Reporting to the Provost, the Director of Faculty Development and Assessment coordinates Faculty Development for the University working with representatives from each college and the Seminary. S/he serves ex-officio on the Faculty Development Committee. S/he serves as administrative liaison to the Faculty Development Committee (FDC); in cooperation with the FDC and collaborating with the Deans, coordinates all University faculty development workshops and activities; and, in cooperation with Student Services, Freshman Orientation, Institutional Research and University Marketing and collaborating with the Deans, coordinates and facilitates assessment activities.

Chief Human Resources Officer

The Chief Human Resources Officer, under the direction of the Chancellor, coordinates and refines all personnel policies and services, including the development and management of the Staff/Administrative Handbook, facilitates and supports academic and non-academic searches, the supervision of all employment arrangements, the establishment of training programs, setting patterns for staff evaluation, the management of benefit programs, and official University communications to employees. S/he also serves as an *ex officio* member on search committees.

Director of Campus Services

Reporting to the Vice President for Finance and Operations s/he has responsibility for the maintenance of buildings and grounds, and plant operations. This position also involves general oversight of all new construction as well as major renovations. The function of campus energy conservation is an especially important responsibility requiring the cooperation of each member of the University Community.

Dean of Students

The Dean of Students, who reports to the Vice President for Student Development, is responsible for the oversight and implementation of the behavioral standards of the University, including the student disciplinary process. The Dean of Students provides direction to the residence life program staff, the student activities program, the international student advisor, the orientation program, and the assistant dean of students.

Director of Administrative Computing

Reporting to the Vice President for Information and Registrar, the Director of Administrative Computing is responsible for the management, operation, and future development of the administrative computer system including web initiatives for faculty and students, Library system, Internet connection and systems, event management systems, and enterprise-wide systems including the campus-wide network and information system. The Office of Administrative Computing provides primary support to the administrative offices and other users of the central administrative computer system, to the Library staff for the central Library system, to the Conference Office for event management and, in conjunction with Academic Computing, supports the users of the Internet connection and campus network. The goal is to provide all authorized University users with the tools and training to access and use appropriate information resources. S/he is also responsible for coordinating IT planning and major technology initiatives.

Director of Institutional Research

Reporting to the Vice President for Information and Registrar, the Director of Institutional Research has primary responsibility for the administration of course evaluations for all classes in the School of Arts and Sciences and the Campolo School for Social Change, the publication of the annual *Fact Book*, and insuring the timely submission of data to federal and state agencies, accrediting associations, and private organizations. In addition, the Director of Institutional Research supplies Eastern University departments and units with needed data and interpretation for grants, public relations, and external or internal program evaluation.

Ombudsman [THIS SECTION UNDER REVIEW]

The office of University Ombudsman is a safe and confidential place for justice and diversity concerns of a personnel, communal or pedagogic nature to be heard. The University Ombudsman identifies issues of *diversity* and *justice* that need to be addressed and ensures and coordinates the development of plans with appropriate University leadership and their staffs for the EU community and the Board. These include diversity/affirmative action/EEO plans that would set reasonable goals, timetables and efforts for the University in matters of diversity and justice and in recruitment and retention. The University Ombudsman advises and reviews with the director of Human Resources hiring, firing, promotion and job reclassification or assignments as they relate to the meeting of justice and diversity goals set forth by the University President and/or Board approved plans. The University Ombudsman reports to and serves as a confidential advisor to the University President on all matters related to community, diversity and justice.

Executive Director of Communications

Reporting the Senior Vice President, the Executive Director of Communications manages the communications staff, coordinating concept development, design, writing, photography and production of marketing materials, advertising, all University publications and the web site. S/he serves as the Eastern University contact for the media, issuing news releases, responding to inquiries, promoting University people and programs, and coordinating all public relations activities.

Director of Athletics

The Director of Athletics, reporting to the Vice President for Student Development, oversees men's and women's intercollegiate athletics, NCAA compliance, athletic budget development and management, and athletic facilities management. S/he is also responsible for the recruitment, retention, and oversight of all coaches. S/he normally coaches one major sport.

Director of Student Accounts

Reporting to the Vice President for Finance and Operations, the Director of Student Accounts is responsible for the billing and collection of students' financial obligations to the University. S/he oversees loan disbursement and repayment, is responsible for all University education cost receivables for current and non-current students, and oversees all Financial Aid Office operations. Any student unpaid bills result in the withholding of that student's transcripts, diplomas, or other records.

Director of Financial Aid

Reporting to the Director of Student Accounts, the Director of Financial Aid serves all academic programs and is responsible to assist students in locating and accessing the financial aid needed to attend Eastern. The Director also works to ensure compliance with federal and state regulations. In addition, the Director works with the academic, fiscal and admissions areas to develop aid strategies using institutional funds that support the University's efforts for enrollment growth, increased student quality and diversity.

Director of Conferences and Special Events

Reporting to the Vice President for Student Development, the Director of Conferences and Special Events markets the University's facilities and location as an internal and external camp and conference destination and venue, schedules and coordinates all internal and external camps and conferences, coordinates all special events, facility rental, all non-academic scheduling, and the Eastern University Swim Club.

Bookstore Manager

The Bookstore Manager is responsible for providing appropriate services to students, faculty and other constituents in order to make available required course materials. In addition, the Manager provides, as directed, appropriate miscellaneous texts, supplies, and emblematic paraphernalia to serve the entire campus community. The Campus Bookstore, currently out-sourced, is overseen by the Vice President for Finance and Operations.

Food Service Manager

The Food Service Manager is responsible for the operation of the Walton Dining Commons, Jamin'Java Snack Bar, the Breezeway Café and all related dining services. In addition, the Manager, as directed, provides catering for special events. The food service operation, currently out-sourced, is overseen by the Vice President for Student Development.

Purchasing Agent

Reporting to the Vice President for Finance and Operations, the Purchasing Agent is responsible to ensure desired products and services are acquired with assurance of quality and competitive pricing. The Purchasing Agent enforces the purchasing procedure to ensure a smooth operation and integration with the Accounting Office. All purchasing is to be channeled through the Purchasing Agent.

Other Administrators – Palmer Seminary §2.4

President of the Seminary

The President of the Seminary serves as the Chief executive officer of the Seminary, appointed by the President of the University and approved by the Seminary Board subject to approval of the University Board. S/He is responsible to the Seminary Board and reports to the University President. The Seminary President is responsible to lead the Seminary in the fulfillment of its mission, goals, and objectives. S/He is to keep the Seminary Board fully informed concerning all educational and administrative details of Seminary life; to make regular reports to that Board at its meetings; to see that the Seminary's plant and properties are properly managed; to keep the Seminary visible in the public eye; to superintend the effective organization of its faculty, and to represent its interests and development to its key stakeholders. The VP/Dean of the Seminary, VP/Chief Operations Officer, Controller, VP/Director of the Seminary Foundation and the Director of Student Formation & Seminary Chaplain serve on the President's Leadership Team, making administrative decisions and providing leadership to the Seminary as a whole

Vice President and Dean of the Seminary

The VP/Dean of the Seminary reports to the Seminary President, functions as Dean of the Faculty and as Chief Academic Officer. The Dean leads the faculty, serves on the Leadership Team, and is responsible for all academic programs, policies and procedures, the academic budget, and all academically related functions and services. Reporting to the VP/Dean are the Associate Dean, Regular and Adjunct/Affiliate Faculty, Faculty Directors of the Doctor of Ministry Program, the Library Director, Director of Spiritual Formation & Seminary Chaplain, Director of Supervised Ministries, Registrar, Director of Recruitment and Admissions, Educational Technologist, On-Site Administrative Director of the West Virginia Program, Administrative Director of the Doctor of Ministry Program, Advisor to International Students, the Sider Center, ESCM, and the Hestenes Center for Christian Leadership.

DeBlois Library Director (Seminary)

The Library Director reports to the VP/Dean and is responsible for the operation and development of Eastern Seminary's Austen K. deBlois Library. . S/he has responsibility for the maintenance and operation of DeBlois Library; development of services, collections, and computerized information systems; provision of orientation and instruction in the use of library services for faculty and students in the Seminary's programs; selection and general supervision of all library personnel; strategic planning for the development of library resources, facilities and services; preparation of both an annual library budget and an annual report; and recommendation to the Development Office of projects worthy of financial support.

Director of Student Formation & Seminary Chaplain

The Director of Student Formation reports to the VP/Dean and is responsible for 1) promoting the development and formation of students through strategic planning and administration of student assessment and evaluation processes; 2) providing leadership for students and staff via chapel services and other opportunities for Christian growth and nurture; and 3) supervising the Assistant in Student Formation/Coordinator of Student Life, and Student Shepherds.

Educational Technologist (Seminary)

The Educational Technologist reports to the VP/Dean and provides help to faculty and students in the development and use of information technology, with the ultimate goal of enhancing the classroom experience. Training is provided as needed to students on productivity software including using online course management software and online resources. Availability of and access to technology resources for students is ensured through this department.

Other Administrators - Esperanza College §2.4

Dean, Esperanza College

The Dean of the Nueva Esperanza Center for Higher Education, under the direction of the President, provides leadership in developing the Nueva Esperanza Junior College, a faith-based bi-lingual junior college, that is a proposed branch of Eastern University. ESPERANZA COLLEGE operates as an academic partnership between Eastern and Nueva Esperanza Community Development Corporation.

Chapter 3: The Faculty Constitution and Faculty Organization

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Preface §3.1

Eastern University Faculty—Preface

Eastern University recognizes that all of the employees of the University contribute to the education of the students enrolled in its programs, in and out of the classroom, in a spirit of personal concern for the development and well being of each student. Just as contemporary research has indicated that it is a mistake to think of learning as that which takes place exclusively in the classroom, so it is a mistake to think that formally designated teachers are the only ones from whom students learn. Thus, it is important to recognize that all the members of the Eastern University family—faculty, administration, support staff, and students—make important, indeed, indispensable contributions to the educational enterprise.

The Constitution of the Faculty of the College of Arts and Sciences (CAS) and the Campolo College of Graduate and Professional Studies (CCGPS) (in the Constitution hereafter, "the faculty") Eastern University[6] *§3.2*

Preamble

The governance of Eastern University is the responsibility of the entire academic community, with special roles for the Board of Trustees, administration, faculty, and student body, as well as other interested members of the community at large. Accordingly, all particular instruments of governance shall operate within the larger context of this broad responsibility and shall provide a foundation for the kind of cooperation that will allow the University to pursue its established mission and to achieve its goals.

The provision of a Faculty Senate—as defined by this Constitution and drawn under the authority of the Board of Trustees of Eastern University—is an instrument for faculty participation in the governance of the University, not only so that the faculty may have a voice in the decisions that affect it and its welfare, but more importantly so that its expertise, experience and wisdom may be lent to the accomplishing of the goals and mission of the University.

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[6] Unanimously adopted by the Eastern College Faculty on September 10, 1991, with later modifications.

This Constitution is adopted with the understanding that appropriate consultation among all parties concerned should take place at the earliest stages of development of a particular proposal. It is adopted with the understanding, also, that even where the faculty or the Faculty Senate has primary responsibility for action or judgment, they will not fail to invite the participation of administration and student representatives nor fail to listen to their views. Similarly, effective governance requires that these parties share with the faculty and the Faculty Senate appropriate information, give timely response to their inquiries, and respect their special competence.

Upholding this ethos of mutual respect and trust, this Constitution affirms the roles of the President of the University and the Board of Trustees in providing vision and leadership within the University. Furthermore, this Constitution recognizes that the faculty has a special obligation to listen and respond to the concerns of our primary constituency: the students and alumni of Eastern University.

It is with this spirit of consultation, cooperation and mutual accountability that the faculty of Eastern University commits itself to the following Principles of Governance and invites all members of the University community to join in affirming these principles:

(1) Acknowledging our responsibilities as a Christian community of inquiry and learning, we affirm the value of Christian discipleship, collegiality, professional responsibility, academic freedom, and scholarly inquiry;

(2) Declaring our confidence in the biblical mandate to "speak the truth in love," we strive to foster an environment of openness and Christian community that encourages forthright communication and respect for dissenting opinions; and

(3) Believing in the Lordship of Jesus Christ and recognizing the value of participation and mutual accountability by all constituencies with the University community (e.g., students, alumni, Board of Trustees, administration, faculty and staff), we seek to accomplish our educational mission in a manner consistent with the canons of Christian love, allowing no separation between means and ends, and embodying Christian values in all that we do.

Article I: Purpose

The purpose of this Constitution shall be to provide for the organization of, and laws governing, the faculty of CAS and CCGPS.

Article II: Faculty Status and Entitlements

(revision approved by the Faculty September 28, 1994; Board of Trustees October 1, 1994)

Section 1. All personnel who hold tenure track or Lecturer covenants specifying half-time or greater teaching responsibility during the calendar year and advising responsibilities, shall be Members of the Faculty, and shall be entitled to attend and speak at all meetings, and to vote on all business of the faculty and of the committees, divisions, and departments to which they have been appointed. It is understood that with voting entitlement goes the contractual responsibility of attending commencement and all faculty meetings and workshops, unless one is excused by the Provost.

Section 2. The President of the University, the Provost, all senior-level academic administrators who report to the Provost (e.g., Academic Deans), the Vice President for Student Development, the Registrar, the University Chaplain, and the Library Director, with the exception of those who qualify as Members of the Faculty, in accordance with Article II, section 1, shall be *ex officio* Members of the Faculty, and shall be entitled to attend and speak at all meetings, and to vote on all business of the faculty. Directors of academic programs (or persons who administer a course of study) may also be considered *ex officio* Members of the Faculty and be granted faculty rank

when this is deemed appropriate by the Provost and the Faculty Senate. As specified in Article II, section 1, it is understood that with voting entitlement goes the contractual responsibility of attending commencement and all faculty meetings and workshops, unless one is excused by the Provost.

Section 3. All personnel who hold affiliate or adjunct faculty, covenants shall be Associates of the Faculty, and shall be entitled to attend and speak at all meetings of the University faculty, and of the divisions and departments to which they have been appointed, without vote.

Section 4. All administrative personnel whose responsibilities have a direct bearing on the academic program, yet are not covered in the above sections, shall be *ex officio* Associates of the Faculty, and shall be entitled to attend and speak at all meetings of the University faculty, without vote.

Article III: Faculty Jurisdiction

Affirming the centrality of learning through scholarship and teaching for the Eastern University community, the faculty recognizes its role and attendant responsibilities as the expert professional body charged with the academic program, understanding that the University will flourish only to the degree that it facilitates learning through scholarship and teaching.

Accordingly, except as otherwise provided by the Charter of Eastern University or the Eastern University By-laws or determined by the Board of Trustees, the faculty shall have legislative powers over its own affairs, including (a) policies concerning standards of academic freedom, rank, tenure, sabbatical leave, leave of absence, evaluation and retention; (b) recommendations to the Board of Trustees through the President concerning the appointment, retention, promotion, tenure, sabbatical leaves and leaves of absence of its members; (c) admission, retention and degree requirements; (d) the academic calendar; (e) the structure and content of the curriculum; (f) instructional methods; (g) examination and evaluation; (h) recommendations through the President to the Board of Trustees for the granting of degrees; (i) recommendation of policies regarding institutional budgetary allocations and expenditures; (j) recommendations concerning the acquisition and use of educational resources; and (k) recommendations concerning all other matters related to the educational mission of the University.

Article IV: Faculty Senate, Officers, and Committees

Section 1 In accordance with the Preamble and Article III of the Constitution, the faculty shall govern its affairs through a Faculty Senate elected by the faculty each academic year for the following academic year.

Section 2 Up to fifteen (15) Members of the Faculty (as defined in Article II, section 1), shall be elected to the Faculty Senate, each member serving for a two-year term for a maximum of two consecutive terms (being eligible again for election following a two-year interval). The quorum of the Faculty Senate shall consist of 60% of its members. A moderator of the Faculty Senate shall be elected from among the senators by the faculty for a one-year renewable term. The Moderator shall not vote except in order to break a tie vote.

Section 3 The Faculty Senate shall be the executive committee of the faculty and will act on behalf of the faculty in all "routine" decisions pertaining to the academic program. Decisions that are "weighty and substantial" in scope or significance shall be referred to the faculty of the whole, with or without a recommended course of action. The distinction between "routine" decisions and "weighty and substantial" decisions shall be defined by the Senate's evolving tradition but shall be subject to explicit definition by the faculty of the whole.

Section 4 The Faculty Senate shall circulate a copy of the agenda for its meetings to all faculty members and administrators in advance of each scheduled meeting.

Section 5 The Faculty Senate shall appoint or elect a recorder from among its members to keep minutes of all meetings. These minutes will be available to the entire faculty.

Section 6 The Faculty Senate shall invite the President, Provost, Deans, and other individuals to participate in its deliberations whenever appropriate. All faculty are invited to attend the meetings of the Faculty Senate, except when in executive session.

Section 7 The Faculty Senate shall have the power to recommend to the faculty the appointment or dissolution of standing or *ad hoc* committees of the faculty as necessary. All committees of the faculty shall elect a chair to preside at the committee meetings.

Section 8 The Faculty Senate shall be charged with the responsibility of regularly informing the faculty of pertinent information relating to the University's academic program.

Section 9 The Faculty Senate shall operate in a responsible and timely fashion when asked by the President, Provost or Academic Deans to make a decision or recommendation. Moreover, the Faculty Senate shall strive to formulate positions on actions or policies that reflect due consideration of all sides of the issue and are supported by a cogent and convincing rationale.

Section 10 When a proposal approved by the Faculty Senate requires the decision of the President, the proposal shall specify a reasonable time within which the President is requested to (a) approve the decision, thereby making it a part of the official policy of the University; (b) recommend alterations of the proposal to the Faculty Senate; (c) forward the proposal to the Board of Trustees for its consideration when appropriate; (d) veto the proposal with explanation; or (e) advise the Faculty Senate of the need for a reasonable extension of time to reach a decision.

If, after the President's exercise of options (b) or (d) and after the President has explained the reasons for that action, the Faculty Senate does not accept the President's judgment, the Faculty Senate may, by a two-thirds vote, send the decision to the Board through the President. The Board of Trustees has the final authority over all questions sent to it by the President or the Faculty Senate.

Article V: Meetings of the Whole

Section 1. Meetings of the faculty shall be regularly called by the Faculty Senate. Moreover, the President or the Provost may call a meeting of the faculty with or without the consent of the Faculty Senate. Also, at the written request of at least fifteen (15) Members of the Faculty, submitted to the Faculty Senate or a member of the academic administration, the Moderator shall be required to call a meeting.

Section 2. Parliamentary procedure in faculty meetings shall be governed by Robert's Rules of Order. A parliamentarian and a recorder shall be elected by the faculty.

Article VI: Amendments

Subject to the approval of the Board of Trustees, this Constitution may be amended by the concurrence of two-thirds of the votes cast by Members of the Faculty, provided that (1) a copy of the proposed amendment has been sent to each Member of the Faculty before the meeting at which it is first considered, and (2) the motion to amend the Constitution is then postponed until at least the next regularly scheduled faculty meeting.

Article VII: Bylaws

Subject to the approval of the Board of Trustees, the faculty may establish by-laws to this Constitution governing its areas of jurisdiction as set forth in Article III. The by-laws may be adopted or amended by the concurrence of two-thirds of the votes cast by Members of the Faculty.

College of Arts and Sciences and the Templeton Honors College

The College of Arts and Sciences (CAS) offers degree programs at the undergraduate level. Embedded in the Arts and Sciences is the specialized Templeton Honors College (THC), offering a unique core and educational experience for a selective class of 25 entering students annually. The Dean of the Templeton Honors College reports to the Dean of the Arts and Sciences who manages all academic programs of this College.

(i) Organizational Structure of the College of Arts and Sciences

All traditional undergraduate educational programs are under the leadership of the Dean of CAS, who reports to the Provost. Periodic reports are made directly to the University faculty, to the Senate, and, through the University President, to the Board of Trustees.

The undergraduate faculty conducts its day-to-day business primarily through its division and department meetings (see below)

(ii) Faculty of the College of Arts and Sciences

All teachers must subscribe to the University's Doctrinal and Mission Statements as well as meet the academic and professional requirements of the field in which they are teaching. The Dean and/or the division chair and/or the department chair interview(s) all candidates for faculty teaching positions. All teachers are evaluated for their classroom performance each semester.

The Templeton Honors College

The Templeton Honors College is an undergraduate "college-within-the-college." Periodic reports are made directly to the University faculty, to the Senate, and, through the President, to the Board of Trustees.

The faculty of the THC teach in the Honors College by invitation of the Dean and by arrangement with the Dean of CAS and the appropriate department or program chair. They have their primary appointments in CAS and report to the Dean of THC only insofar as their teaching or advising responsibilities in THC require.

(iii) Divisions of the College of Arts and Sciences

CAS is divided into four divisions in order to provide a broader base for budgetary planning, curriculum planning, and advocacy for shared needs.

The divisions of CAS with their departments follow:

Humanities: Christian Studies (Biblical Studies, Theological Studies, Philosophy, Youth Ministries), Communication Studies, English, Foreign Languages, History, Political Science.
Natural Sciences: Biology, Biokinetics, Chemistry, Mathematics, Astronomy and Physics.
Social Sciences: Business, Education, Missions and Anthropology, Psychology, Social Work, Sociology.
Performing and Fine Arts: Dance and Theatre, Music and Fine Arts

(iv) Division Chairpersons of the College of Arts and Sciences

Division Chairpersons are appointed by the Dean in consultation with members of the division and the Provost and serve for a three-year term. Division Chairpersons must hold at least the rank of Associate Professor. Division Chairpersons shall receive additional compensation for the discharge of their responsibilities, which is the immediate oversight of the educational program of their respective divisions with the following specific duties.

Generally, a Division Chair shall give leadership to the strengthening of the spiritual, academic and social dimensions of the division

More specifically, a Division Chair shall:

1. collaborate with fellow division chairs and the Dean in the articulation of and advocacy for priorities in new hires, new initiatives, and strategic planning;
2. effectively review curriculum proposals as prescribed in the curriculum adoption process;
3. facilitate dialogue with faculty of the division on vital topics related to the initiatives of CAS; and the interests of the division;
4. process requests for exceptions to college policy from within the division.

(v) Department Organization of the College of Arts and Sciences

When an academic discipline includes three (3) Members of the Faculty, it may be organized into a department. Departments shall:

1. cooperate within the division for long-range curriculum planning
2. exercise primary responsibility for their faculty and the administration of their major(s);
3. function as primary budget-building units in consultation with the division.

(vi) Duties of Department Chairpersons of the College of Arts and Sciences

Department Chairpersons are appointed by the Dean in consultation with members of the department and the Provost, and serve for a three-year term. Department Chairpersons shall receive additional compensation for the discharge of their responsibilities, which is the oversight of their departments.

1. In general, the department chair shall serve as administrative leader of the department and be responsible for planning, program structure, curriculum, budget, faculty load, instruction, advising, professional development, as well as promoting collegiality.
2. More specifically, the department chair shall:
    1. oversee the development and quality of the department’s curriculum;
    2. prepare catalog copy;
    3. oversee department budget planning and expenditure procedures;
    4. submit load sheets and schedules based on department planning in consultation with individual faculty members;
    5. facilitate faculty searches;
    6. facilitate the orientation of new faculty;
    7. facilitate the growth, and development of all Members of the Faculty (see Chapter 4);

8. monitor the quality of instruction for all faculty (e.g., visit classes, review course evaluations, confer with faculty, facilitate processes for improvement, etc.);
9. monitor the quality of advising;
10. work effectively and cooperatively within the university structure (e.g., offices of the Registrar, the Dean, the Provost, Student Development, Admissions, HR, Finance, etc.);
11. attend meetings of the chairs and program directors;
12. foster collegiality and community within the department;
13. regularly review and upgrade the library collection relative to the department.

Eastern University Schools: Campolo College of Graduate and Professional Studies §3.4

Campolo College of Graduate and Professional Studies

The Campolo College of Graduate and Professional Studies (CCGPS) was formed in January, 2004, for the purpose of merging the strengths and gifts of its schools and departments for increased effectiveness and efficiency. It includes associates through doctoral degree offering, along with noncredit continuing education programs, directed at adult students through both traditional and nontraditional delivery methods.

Organizational Structure

The programs and administration of the Campolo College of Graduate and Professional Studies (CCGPS) are under direction of the CCGPS Leadership Team with the following members:

1. Dean of Academic Affairs, reporting to the Provost.
2. Assistant Dean, reporting to the Dean of Academic Affairs.
3. Director of Enrollment Management, reporting to the VP for Enrollment Management.
4. Director of University Academic Budgeting, reporting to the Provost.

Periodic reports are made directly to the Office of the Provost, University faculty, to the Faculty Senate, and, through the University President, to the Board of Trustees.

The Campolo College conducts its day-to-day business primarily through a network of cross-functional, inter-connecting teams:

1. The Operations Team—Coordinates matters of program delivery and support.
2. The Marketing Team—Coordinates matters of external relations, including media, website, and partnerships.
3. The Academic Team—Coordinates matters of cross-departmental academic initiatives and concerns.

The Faculty

The academic mission of the CCGPS is fulfilled primarily through a core group of full-time faculty supported by a large number of affiliate and adjunct faculty practitioners. All instructors of the College must subscribe to the University's Doctrinal and Mission Statements as well as meet the academic and professional requirements of the field in which they are teaching. The Dean of Academic Affairs and/or the department chair typically interview(s) all candidates for full-time or part-time faculty positions. All instructors are evaluated on their classroom performance. All faculty teaching in the CCGPS are expected to 1) be committed to integrating

faith with practice and with teaching the discipline; 2) possess substantial training and experience as a professional in the field of specialty; 3) model continuous learning to their students; 4) demonstrate ability to integrate theory and practice; and 5) practice andragogically sound instructional techniques in keeping with the population of students served.

Academic Units

The School of Management Studies offers accelerated programs for working adults in a variety of locations throughout Southeastern and Central Pennsylvania and online. Its offerings include an Associate of Arts in Liberal Studies track with specialties in Business and Business Communication; Bachelor's Degree programs in Organizational Leadership/Management, Business Administration and Management of Information Systems; and an MBA program with tracks in Management, Health Administration, and Nonprofit Management. Such programs are often offered in partnership with corporations, nonprofit organizations, or other Eastern University academic units. Its offices are located at EU-Valley Forge, Center City Philadelphia, and Harrisburg. Leadership is provided by chair.

The School of Leadership and Development offers graduate programs in Organizational Leadership, Nonprofit Management, and Economic Development, both internationally and domestically, often in strategic alliance with partnering organizations at numerous sites around the globe. Its offices are located at located at EU-Valley Forge. Leadership is provided by an Assistant Dean.

The Department of Nursing offers three B.S.N. tracks (an accelerated R.N. to B.S.N. program, a traditional "Second Degree" program, and a Korean Nurse track), a Master of Health Services Management program, as well as graduate certificates in School Nursing and Nursing Informatics. Its offices are located at the main campus in St. Davids. Leadership is provided by a department chair.

The Loeb School of Education offers programs an Associate of Arts in Liberal Studies track in Education Studies, an accelerated Bachelor's degree in Elementary and Special Education, an M.Ed. in Multicultural Education, and numerous certification programs for teachers, principals, and superintendents (in addition to those courses offered through the College of Arts and Sciences). Courses are taught at the main campus at St. Davids, at EU-Philly, and in a variety of school districts throughout Southeastern and Central Pennsylvania. Its offices are located at the main campus in St. Davids. Leadership is provided by an associate Dean, who is supported by undergraduate and graduate department chairs.

The Department of Counseling Psychology offers an Associate of Arts in Liberal Studies degree track in Addiction Studies, as well as graduate programs in Community Clinical Counseling, School Counseling, School Psychology, and Counseling with an emphasis in spiritual formation. Courses are taught at the main campus at St. Davids, at EU-Philly, and at additional partnership sites. Its offices are located at the main campus in St. Davids. Leadership is provided by a department chair. The Institute for Christian Counseling is an affiliated entity that draws on the expertise and curriculum of the department to offer noncredit programs to the Christian community.

The School for Social Change offers a two-year undergraduate program (Eastern in the City), as well as a graduate degree in Urban Studies, along with various other community outreach programs. Its offices are located at the EU-Philadelphia campus. Leadership is provided by a Dean.

The Office of Interdisciplinary Studies houses the Ph.D. in Organizational Leadership and the General Studies program, both of which support and are supported by the other departments throughout the College. Its offices are located at EU-Valley Forge; classes are taught online and at a variety of sites throughout southeastern and central Pennsylvania. Leadership is temporarily provided by the Dean of Academic Affairs.

Duties of Department Chairs

Academic unit leaders, however titled, are appointed by the Executive Dean in consultation with the Provost. They receive additional compensation and/or course release for the discharge of their responsibilities, which is the oversight of their units, with the following specific duties:

1. To serve as administrative leader of the school or department in calling and presiding over department meetings, interpreting administrative policies to members of the department, and making reports to the administration as a result of such meetings;
2. To cooperate with the Dean of Academic Affairs, Executive Dean, and Provost in the interviewing and selection of new members and associates of faculty;
3. To orient new members and associates faculty in the areas of grading practices, attendance regulations, and instructional design;
4. To promote the professional growth of members and Associates of the Faculty;
5. To cooperate with the CCGPS Dean of Finance and Operations to prepare and supervise the expenditures of department budgets;
6. To work with the Librarian in the ordering of instructional materials, to approve all library orders for the department, and to review the library collection of the department, noting areas of strengths and weaknesses;
7. To work with the Curriculum Committee in developing new program offerings, improving existing curricular offerings, and avoiding curricular overlap;
8. To cooperate with various CCGPS and EU administrative units in the delivery and scheduling of academic offerings;
9. To cooperate with the Office of the Dean of Academic Affairs in assigning instructional responsibilities.
10. To coordinate activities with the other academic units of CCGPS, including active participation in the CCGPS Academic Team
11. To prepare catalog copy, including course descriptions;
12. To approve student assistants within the department and cooperate with the Director of Admissions and Student Services in the awarding of graduate assistantships and other graduate financial aid.
13. To cooperate with the Admissions, Marketing, and Recruitment offices in the recruitment of students and with the Department of Admissions and Student Services in providing appropriate services to those students, irrespective of location.
14. To cooperate with other academic unit leaders for the development of cooperative programs, for the quantitative and qualitative growth of the CCGPS faculty, and for strategic cross-departmental initiatives.

Eastern University Schools: Palmer Theological Seminary §3.5

Palmer Theological Seminary

Founded in 1925, Eastern Baptist Theological Seminary (now Palmer Theological Seminary) was established as a theological training school for the American Baptist Churches. It currently resides at 6 Lancaster Ave., Wynnewood, Pennsylvania, about eight miles from the St. Davids' campus of Eastern University. It is committed to embodying the vision: The whole gospel for the whole world through whole persons.

Palmer Seminary is managed under a Seminary President. The Vice President and Dean of the Seminary serves as the Chief Academic Officer. S/he is assisted by an Associate Dean who is responsible for faculty development. There is a Chief Operating Officer, an Assistant Registrar,

and a Director of Student Formation and Seminary Chaplain who provide leadership in key areas of Seminary life. Its academic programs and field work components are managed by program directors.

Palmer Seminary offers Masters and Doctoral studies in Christian ministry, counseling and theological studies. In addition to its campus in Pennsylvania, it also offers the M.Div. degree in West Virginia. It also offers dual degree programs with other colleges of the University: an M.Div and MBA or MS in economic development. It also offers a dual degree, M.Div./M.S.W. in partnership with other local universities. Further information on its programs and sites can be found at its website (www.ebts.edu) and in its handbooks. It also houses a number of distinctive programs and centers beyond its degree-granting programs.

The Eastern School of Christian Ministry

The mission of E.S.C.M. is to equip men and women for effective Christian leadership and service, in a non-degree program that is academically sound, practical, theologically challenging and faith-affirming. ESCM's goal is to help students develop practical ministry skills and strategies for effective and faithful Christian leadership and ministry in their local church and community. It provides education for the bi-vocational pastor serving small churches in both rural and urban environments and to prepares people for later theological degree studies.

The Hestenes Center and Priscilla Institute

The Hestenes Center for Women in Leadership and its associated Priscilla Institute support the call to leadership for women in churches and organizations by assisting them in realizing their highest level of leadership potential. The Hestenes Center for Christian Women in Leadership has been developed at Eastern University for the purpose of encouraging and training Christian women in North America and throughout the world to fulfill their calls to leadership, whether in churches or organizations, as volunteers, or in the marketplace. The Center fulfills this mission by providing leadership development which springs out of spiritual formation and results in individual and social transformation.

The Priscilla Institute is the newest initiative, aimed at urban women in Christian ministry, to provide certificate level courses in order to encourage, equip and strengthen their skills and affirm their gifting for leadership and ministry. It offers pastoral and biblical education with courses in organizational management in six week modules. Its program provides an affordable opportunity to earn credits toward a degree by combining courses from ESCM and Eastern University.

The Sider Center on Ministry and Public Policy

Ronald J. Sider has been the mind and heart behind Evangelicals for Social Action (ESA) for thirty years. His scholarships and teaching, his life lived among the poor and lower middle class, have inspired and challenged Christians around the world to work for a just world as proclaim the Good News. Desiring to strengthen and carry on the work of Ron Sider and ESA, Palmer Seminary has established the Sider Center on Ministry and Public Policy. With an initial endowment of One Million dollars, the Center will develop programs and initiatives to continue to challenge the Church and the civic arena by means of biblically-based public policy development and advocacy. Its initial portfolio includes the Sider Chair in Theology, Holistic Ministry and Public Policy. The occupant of that Chair serves as the director of the Center. It also sponsors Graduate Research Assistants and Fellowships for Pastoral Associates.

Eastern University Schools: Esperanza College §3.6

Esperanza College

Esperanza College, formerly known as Nueva Esperanza Center for Higher Education of Eastern University (NECHE), offers an A.A. degree in Liberal Arts for Latino and other students with concentrations in Business, Communications, and Early Childhood Education. Depending upon a student's English language skills, classes begin in either Spanish (with intensive ESL) or English (with concentrated English development). By the third semester, all classes are in English. The goal is to graduate students who have sufficient English and academic skills to continue their studies at the bachelor's level.

Esperanza College is located at 4261 N. 5th Street in Philadelphia. It is managed by the Esperanza College Council and an Academic Dean. Currently Esperanza College is a branch campus of Eastern University. It is responsible to a Council made up of members of Nueva Esperanza and Eastern University. It is managed by a Dean appointed by Eastern University.

Shared Governance §3.7

Shared Governance

(Parts 3.7 and 3.8 of this Faculty Handbook describe the functioning of governance of the College of Arts and Sciences (CAS) and the Campolo College of Graduate and Professional Studies (CCGPS), but does not include Palmer Theological Seminary or Esperanza College, which have their own handbooks and governance documents.)

Much of the practical policy and planning of the University is worked out by the faculty through standing and *ad hoc* committees. All Members of the Faculty, as well as academic administrators, are expected to serve on committees that share in the governance responsibilities of the University. Teaching Members of the Faculty are expected to serve on one committee or perform other institutional service, though it may be necessary for a few to serve on as many as two committees. Faculty may serve no more than three consecutive two-year terms on any one committee. New faculty members are not required to serve on a committee or perform other institutional service during their initial year of employment. Administrators will be expected to serve on a number of different committees, as indicated in section B.

Assignments of Members of the Faculty to standing committees are recommended by the Faculty Senate in consultation with the appropriate academic Dean and the Provost and approved by the faculty as a whole. The faculty as a whole also elects the Faculty Senate and faculty representatives to the meetings of the Board of Trustees. Appointments to *ad hoc* committees and task forces, which may be made by a variety of people—e.g., the Provost, Deans, committee chairs—must also be approved by the Senate. Students may be appointed to the membership of a committee by the appropriate student association. Each committee elects its own chairperson. Faculty committees will normally reflect the University's programmatic diversity, including where appropriate, student representatives. Committees meet as often as necessary to fulfill their individual mandates, and they report formally to the faculty as a whole at least once per semester. More active committees report to the full faculty several times each semester. Reports should be in writing—when possible, circulated in advance with the agenda to the faculty meeting—as well as accompanied by oral comments and answers to questions from the faculty. Each committee keeps minutes of each of its meetings, and these are circulated to all the members of the committee within one week. When minutes are approved, they are sent to the Moderator of the Faculty Senate for posting (when appropriate) on the faculty's secure website.

Members of the Faculty who are not appointed to a standing committee will be expected to engage in institutional service. The Deans will suggest activities, and will identify relative priorities; the Senate will make the final faculty assignments to institutional service as it does all committee assignments. Examples of institutional service include grant-writing, assistance with Middle States preparations and writing, special task forces, the Judiciary Review Board, campus advisory councils/boards, evaluation and recommendation of additional library holdings, institutional research, academically-focused retention activities, developing departmental internships, department/program alumni development and/or recruitment, web page development and maintenance, and distance learning activities.

A Member of the Faculty who has served as Chair of a standing committee or as Moderator of the Faculty Senate for two (2) consecutive years may be temporarily excused from an expectation of institutional service for a period of one year. (Faculty may, however, choose to continue to serve, if they so desire.)

The Faculty Development Coordinator

Duties of the Faculty Development Coordinator include assisting faculty anticipating tenure review with identifying a tenured faculty mentor for the writing of their Faith and Learning Paper/Project (this should be conducted in a consultative, rather than directive, role), assisting faculty needing or desiring help in pedagogical skills, and helping to plan Faculty Workshops. The Faculty Development Coordinator may act as a mentor to some, but certainly not to all, faculty, and will routinely follow-up to insure that faculty are making progress. The Faculty Development Coordinator will report to the Academic Deans and be responsible to them for evaluation, but s/he will maintain strict confidentiality about individual faculty.

Standing Committees of the Faculty §3.8

Section A: Names and Responsibilities

There shall be eight standing committees of the faculty. The committees shall have the following responsibilities, and may form subcommittees in order to fulfill these responsibilities, with each subcommittee being accountable to the full committee.

1. The Faculty Personnel Committee

The Faculty Personnel Committee shall recommend to the Board of Trustees, via the faculty, the appropriate academic Deans, the Provost, and the President, policies governing faculty personnel matters, including, but not limited to salaries and benefits; recommend policies and procedures to the faculty governing the evaluation of faculty for appointment, re-appointment, promotion, tenure, and tenure reaffirmation; evaluate faculty, at the times specified in Chapter 4, and recommend faculty to the Board of Trustees, via the appropriate Dean, the Provost, and the President, for promotion, tenure and tenure re-affirmation. The Committee organizes its work around three subcommittees: (1) the Faith and Learning subcommittee; (2) the Policy subcommittee; and (3) the Promotion and Tenure subcommittee. The Faith and Learning subcommittee is responsible for evaluating the Faith and Learning Papers/Projects. The Policy subcommittee focuses its efforts on matters relating to academic policy and faculty concerns. The Promotion and Tenure subcommittee (consisting of only tenured faculty members) is responsible for evaluating faculty portfolios for promotion and tenure and making recommendations to the respective Dean, the Provost, and the President, and through them to the Board of Trustees.

2. The Faculty Development Committee

The Faculty Development Committee shall: review the development needs of the faculty in the four areas of evaluation; teaching, scholarship, spiritual modeling and nurturing, and service; have as its central purpose formative evaluation (while the Personnel Committee purpose is summative evaluation); devise rule confidentiality to provide a safe place where faculty can address weaknesses; recommend development policy to the faculty as regards sabbaticals, the allocation of faculty development funds, and other matters, with the designated administrator* administering these in accordance with policy; design and construct workshops and other activities to meet identified faculty development needs; devise mentoring programs for faculty, and accept referrals for remediation and growth from the Faculty Personnel Committee and others; request money from the designated administrator for identified purposes of faculty development, including (but not limited to) workshops, training events, and other special professional assistance; evaluate applications for competitive grants and determine the winners of these each year; review marginal or unusual requests for sabbaticals or faculty development funds, i.e., those cases for which policy does not indicate a course of action; receive appeals regarding denied faculty development funds and decide upon these according to policy; receive appeals regarding denied sabbaticals and evaluate and make recommendations to the chief academic officer according to policy. The Faculty Development Committee shall consist of:

*In all cases, the "designated administrator" refers to the person who administers the faculty development budget for the year.

3. and 4. The CAS and CCGPS Student Development Committees

The CAS Student Development Committee shall provide faculty and students opportunity to review and make recommendations regarding the various aspects of the student development program at Eastern University. They will make recommendations concerning such things as residence life, international student advising, student health, career development, leadership programs, intercollegiate athletics, intramural athletics, Christian life programs, behavioral standards and student discipline, counseling and academic support programs, and student activities. The committees shall provide advice and counsel to the Vice President for Student Development pertaining to the policies affecting student development and student life. The committees shall also function as appeals committees for decisions regarding students with disabilities in their respective colleges.

5. and 6. The CAS/THC and CCGPS Educational Policy and Curriculum Committees

With regard to their respective academic programs, the CAS/THC and CCGPS Educational Policy and Curriculum Committees shall:

1. approve policies and standards in the areas of student recruitment, admission, retention, scholastic standing, the granting of degrees, and academic honors
2. approve program modifications proposed by departments through the appropriate divisions, including: the addition or deletion of courses, changes in the level at which courses are offered, and changes in requirements for degrees, majors, minors, concentrations, certificates, etc.
3. approve the establishment, termination, or suspension of minors, concentrations, certificates, etc. as proposed by departments through the appropriate divisions or recommended by program reviewers or academic administrators in consultation with relevant academic units, where appropriate.

4. review proposals from departments, program reviewers, or academic administrators for the establishment, termination, or suspension of academic programs (including majors and degrees) and recommend action to the full faculty. It shall be the duty of the Senate Moderator to inform the Provost of faculty actions and the Provost shall notify the Chair of the Academic Affairs Committee of the Board of Trustees of those decisions which may require review and action at the board level.
5. recommend policies and procedures to the faculty with regard to the structure and content of the curriculum and instructional delivery
6. establish policy regarding academic calendars and ratify calendars yearly
7. approve student petitions for academic study off campus and abroad
8. define grading standards and policies concerning academic dishonesty
9. evaluate proposals for changing general education requirements, and if approved, recommend them to the faculty for adoption
10. present for approval to the faculty any extraordinary curricular or academic policy issues

The faculty authorizes deans of academic units to make exceptions to admissions, scholastic standing, and academic dishonesty policies in consultation with the department chair or program director in which the affected student is majoring or matriculating. As exceptions are made the chair(s) of the relevant faculty committee will be informed in writing and will announce them at the next scheduled meeting to be recorded in the minutes.

The Educational Policy and Curriculum Committees will have oversight responsibility for their respective academic units, verifying that over time the intentions of policy continue as exceptions are made. If a committee believes that patterns of exception are not in keeping with the intention of policy, it is the committee's responsibility to initiate changes in policy, confer with the relevant dean, or (if necessary) refer concerns to the Provost for action.

The CCGPS and THC/CAS Educational Policy and Curriculum Committees will collaborate in drafting and approving policies that affect the entire university. Either committee may take the initiative to draft policies but both committees must approve the final wording before a policy is implemented. In the case that the committees agree on the principles of a policy but not its precise wording, the chairs and the Registrar will meet to draft compromise language. In extraordinary cases the chairs may ask the Faculty Senate to arbitrate.

CAS/THC EPCC Subcommittees

The duties of the Admissions Subcommittee of the CAS/THC Educational Policy and Curriculum Committee are to:

1. review the current status of admissions
2. vote on exceptions to policy
3. develop policies to be brought before the CAS/THC Educational Policy and Curriculum Committee for approval
4. verify that the intentions of admissions policy are being followed
5. report on its activity to the full CAS/THC EPCC at least twice per year

The duties of the CAS Core Oversight Subcommittee of the CAS/THC Educational Policy and Curriculum Committee are to:

1. refine category descriptions and criteria of the CAS core curriculum
2. receive and evaluate course proposals to determine appropriateness for inclusion in specific core categories
3. work with the Registrar, program directors, and department chairs to ensure that an adequate number of core courses are offered and staffed each semester
4. solicit feedback from faculty and students to evaluate the effectiveness of the core curriculum
5. report on sub-committee activity at the end of each semester to the full CAS/THC EPCC

The duties of the THC Faculty Advisory Subcommittee of the CAS/THC Educational Policy and Curriculum Committee are to:

1. advise the THC Dean on all facets of the THC program
2. propose program modifications, including the addition or deletion of courses, and changes in the level at which courses are offered
3. propose policies and standards in the areas of student recruitment, admission, retention, and scholastic standing within the THC
4. recommend changes to the THC core curriculum, as needed, to the full CAS/THC EPCC
5. report on activity to the full CAS/THC EPCC at least twice per year

7. The Institutional Review Board

The Institutional Review Board shall: review federal guidelines and create policies and procedures for approving research proposals that involve human or animal subjects.

Section B: Membership

1. Composition and Voting

The membership of each standing committee shall include the following personnel:

At least five (5) Members of the Faculty (as defined by the "Constitution," article II, section l), with voice and vote, including the chairperson of the committee. Special circumstances may require modification of the number of Members of the Faculty who serve on a particular committee.

Ex officio Members and *ex officio* Associates of the Faculty (as defined in the "Constitution, article II, sections 2 and 4) or designees (to be determined annually), with voice and vote, as follows:

The Provost and the academic Deans shall be *ex officio* Members of the Faculty Personnel Committee.

The Vice President for Student Development and the Dean of Students shall be *ex officio* members of the Student Development Committee.

The Vice President for Student Development and the CCGPS Director of Admissions and Student Services shall be *ex officio* members of the CCGPS Student Development Committee.

The CCGPS, Dean of Academic Affairs and the CCGPS Director of Admissions, and the Registrar shall be *ex officio* members of the CCGPS Educational Policy and Curriculum Committee.

The Dean of CAS, the Registrar, and the Director of the First Year program shall be *ex officio* members of the CAS/THC Educational Policy and Curriculum Committee.

The CAS/THC Educational Policy and Curriculum Committee and the Core Oversight and Admissions Subcommittees shall each include at least one representative from each division of the CAS.

The THC Faculty Advisory Committee of the CAS/THC Educational Policy and Curriculum Committee shall consist of the Dean of THC (*ex officio*) and four faculty members, three of whom will have taught courses for THC in the previous three years.

Currently enrolled students, with voice and vote, as follows:

Two (2) students in good standing shall be members of each of the CAS/THC and CCGPS Educational Policy and Curriculum Committees and the CAS/THC Core Oversight Subcommittee.

Three (3) students in good standing shall be members of the CAS Student Development Committee.

Two (2) students in good standing shall be members of the CCGPS Student Development Committee.

Voting members of committees are expected to attend all meetings. A quorum shall consist of 60% of the voting members of the committee.

Each committee may invite additional faculty, administrators, staff, and/or students to attend committee meetings as consultants, with voice but not vote.

2. Term of Office

The term of office of all committee members shall be two years, with the members being appointed during the spring semester of even numbered years, and taking office at the beginning of the following fall semester.

3. Appointment of Members, Convening of Committees and Election of Chairpersons

The Senate shall recommend appointment of Members of the Faculty (as defined by the "Constitution," article II, section l) to committees, based on a survey of interests, giving consideration to department, division, and program affiliation, as well as to gender and racial diversity. The Senate shall submit its list of appointments to the faculty for ratification. The faculty may amend the list prior to ratification. All Members of the Faculty shall normally be appointed to membership on at least one standing committee, with committee members on sabbatical leave being inactive during that period.

Full-time students shall be appointed to membership on standing committees by the appropriate student association.

The Senate shall ask a member of each committee who is a Member of the Faculty to convene the initial committee meeting for the purpose of electing a chairperson from among committee members who are Members of the Faculty.

Section C: Accountability

Each standing committee shall keep minutes of its proceedings and distribute the minutes to its members, and make them available to the constituencies represented in the membership of the committee. Copies of minutes of all committees will be sent to the Provost and the Senate Moderator, who will see that, when appropriate, they are posted on the faculty web site. Minutes

of the CAS and CCGPS Educational Policy and Curriculum Committees shall be circulated to the University Educational Policy and Curriculum Committee.

Each standing committee shall report in writing and orally to the full faculty when appropriate.

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Introduction	**§4.1**

Introduction

At Eastern University, the mutual obligations of faculty and institution are understood within a Christian context, as defined by the University's Doctrinal, Mission, and Goal Statements. The University is responsible for maintaining high-quality educational programs. The following policies and the procedures included in the appendices (related to these policies) are intended to enable the University to appoint and retain faculty who are committed to its educational and spiritual mission and prepared to contribute actively to the achievement and ongoing shaping of that mission. In turn, the University pledges to provide an environment that enables faculty to pursue their work as scholar-teachers, to develop their individual gifts, and to enjoy the benefits of participation in a Christian academic community. To these ends, this chapter sets forth the policies and procedures governing the appointment, development, evaluation, promotion, retention, and compensation of faculty. The policies are under the general oversight (for recommendation and/or implementation) of the Faculty Personnel Committee, as specified in chapter three. Policies on Sexual Harassment, Equal Opportunity/Affirmative Action and Intellectual Property may be found in Chapter Six. Chapter Four is divided into the following parts.

Section IA: Faculty Categories	§4.2

Section I

The Faculty and the Work Environment

It is essential that the faculty of Eastern University be comprised of women and men of high personal and professional qualifications and that the work environment be conducive to carrying out the mission of the University. This section of the chapter is devoted to describing the faculty the University seeks to engage, their responsibilities and rights, and the terms of their appointment and workload.

A. Faculty Categories

1. Titles and Criteria for Appointment and Promotion

Appointment to a tenure track or non-tenure track, and to rank, for tenure track positions, shall depend on the appointee's education and experience as well as the needs of the University. Faculty appointed to tenure track or non-tenure track positions may apply for a position in the other track only if and when such a position becomes available.

a. Tenure Track Members of the Faculty

To be appointed or promoted, tenure track faculty (with academic rank and eligible for promotion) must fulfill the following criteria (years of teaching experience are prorated if they do not represent full-time teaching): [see VI.A.1 for exceptions]. Tenure track faculty members normally serve full time; ordinarily a tenured or tenure track faculty member would not be employed less than half time with the University. It is expected that the faculty member's public expression of faith/faithfulness (see section III, subsection B for the Faith/Faithfulness Evaluative Category) will be evidenced in the three performance areas.

1) Assistant Professor (of Discipline)

a) Educational and experiential criteria when appointed

Possess an earned doctorate or an appropriate terminal degree *or p*ossess ABD status within a doctoral program.

b) Performance criteria

Exhibit level-two performance in all of the three performance areas (see section III, subsection C).

2) Associate Professor (of Discipline)

a) Educational and experiential criteria when promoted or appointed

Possess an earned doctorate (or another appropriate terminal degree) and six (6) years of University-level teaching experience as an Assistant Professor.

b) Performance criteria

Exhibit level-three performance in at least two of the three performance areas and level-two performance in the other performance area (see section III, subsection C).

3) Professor (of Discipline)

a) Educational and experiential criteria when promoted or appointed

Possess an earned doctorate (or an appropriate terminal degree); plus at least five (5) years of University level teaching experience at the rank of Associate Professor.

b) Performance criteria

Exhibit level-four performance in at least two of the three performance areas and level-three performance in the other performance area (see section III, subsection C)

b. Non-tenure Track Members of the Faculty

Non-tenure track faculty members normally serve full time; ordinarily a non-tenure track faculty member would not be employed less than half time with the University. To be appointed non-tenure track faculty (without academic rank and not eligible for promotion), one must fulfill the following criteria. It is expected that the faculty member's public expression of faith/faithfulness (see section III, subsection B for the Faith/Faithfulness Evaluative Category) will be evidenced in the teaching/advising performance category and either scholarship/creative endeavor or service.

1) Lecturer (of Discipline)

a) Educational and experiential criteria

<u>If teaching at the graduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction;
- Possess relevant professional experience; and
- Possess eight courses towards a doctoral degree.

<u>If teaching at the undergraduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction; and
- Possess relevant professional experience.
- If teaching at either the graduate or undergraduate level and carrying less than a full teaching load, they must have taught the equivalent of one academic year at the adjunct level. [Persons who are scheduled to teach fewer than four courses of subsequent years will be given Adjunct Instructor contracts. Those scheduled to teach four courses or more will be given Lecturer contracts.]

b) Performance criteria

Exhibit level-two performance in teaching/advising and either scholarship/creative endeavor or service (see section III, subsection C).

2) Senior Lecturer (of Discipline)

a) Educational and experiential criteria

<u>If teaching at the graduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction;
- Possess relevant professional experience; and
- Possess eight courses towards a doctoral degree.
- Have taught as a Lecturer of the faculty for six or more years (twelve or more semesters) for Eastern University.
- Have successfully completed the Faith and Learning Paper/Project and a summative review as described in section VIII.

<u>If teaching at the undergraduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction; and
- Possess relevant professional experience.
- Have taught as a Lecturer of the faculty for six or more years (twelve or more semesters) for Eastern University
- Have successfully completed the Faith and Learning Paper/Project and a summative review as described in section VIII.

b) Performance criteria

Exhibit level-two performance in teaching/advising and either scholarship/creative endeavor or service (see section III, subsection C).

3) Visiting Faculty (of Discipline)

Defined as faculty hired at the rank for which their qualifications and experience have prepared them for no more than two years. They may be hired as artists or scholars in residence, to initiate a new program, to replace a faculty member on sabbatical, to take advantage of an "expert" in the field who is temporarily placed in Philadelphia or who desires a temporary teaching post, or for some commensurate reason.

c. Associates of the Faculty

Defined as non-tenure track, typically part time, without academic rank, and not eligible for promotion. It is expected that the faculty member's public expression of faith/faithfulness (see section III, subsection B for the Faith/Faithfulness Evaluative Category) will be evidenced in the teaching/advising performance category.

1) Adjunct Instructor (of Discipline)

Defined as Associates of the Faculty who serve on a part time basis.

a) Educational and experiential criteria
<u>If teaching at the graduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction;
- Possess relevant professional experience; and
- Participate in continuing education activity relevant to the specific discipline or professional program.

<u>If teaching at the undergraduate level</u>,

- Possess at least a master's degree in the discipline(s) of instruction; and
- Possess relevant professional experience.

b) Performance criteria

Exhibit level-two performance in teaching/advising (see section III, subsection C).

2). Affiliate Instructor (of Discipline)

Defined as Associates of the Faculty who generally serve on a less than full time basis over a significant period of time.

a) Educational and experiential criteria

- Possess at least a master's degree in the discipline(s) of instruction;
- Possess relevant professional experience in the discipline(s) of instruction;
- Participate in continuing educational activity relevant to the discipline(s) of instruction.

b) Performance criteria (as evaluated by department/program head and appropriate dean)

- Exhibit level-two performance in teaching/advising;
- Exhibit competence in fulfillment of administrative functions of instructional responsibilities; and

- Exhibit ongoing commitment to instructional opportunities at the University through regularly scheduled course instruction.

2. Equivalencies for Appointment and Promotion (Tenure Track Faculty only)
Equivalencies should be clearly stated in the appointment letter, which is to be retained in the faculty member's personnel file. These equivalencies will remain operative throughout a faculty member's appointment at Eastern University.

a. Education

Questions regarding equivalency of qualifications or experience in meeting the educational criteria for rank shall be decided by the appropriate Dean(s) in consultation with the Faculty Personnel Committee. Recommendations, based on thorough research, shall normally come from the appropriate academic program head(s), and shall be guided by the following basic principles:

In disciplines where other than an earned doctorate is recognized as the terminal degree, equivalency will be based on the following standards:

- Completion of the recognized terminal degree or terminal professional studies in that field.
- Evidence of professional study, public performance, exhibition, or publication, which is deemed equivalent in extent, independence, and quality to the research dissertation in an earned doctorate.
- Evidence that recognized national standards have been met in fields where such standards exist.

In professional fields where there is an earned doctorate, exceptional professional accomplishment of an applicant who does not possess the doctorate may be considered for equivalency.

b. Experience

Questions regarding equivalency of time served at a given rank for purposes of appointment and promotion to rank shall be decided by the appropriate Dean(s) with the concurrence of the Provost. In disciplines that require professional experience for effective teaching, one year of experience shall be counted as equivalent to one year of University teaching experience, up to a maximum of three years, when recommended by the appropriate academic program head(s), with the concurrence of the appropriate Dean(s) and the Provost.

3. Special Qualifiers

a. Distinguished or senior faculty

The title of a faculty member may be qualified by the term "Distinguished" on the basis of unusual qualifications and by decision of the Board of Trustees. The title of a Lecturer will be qualified by the term "Senior" upon his or her successful completion of the first summative review. The title of Instructor may qualified by the term "Senior" by decision of the department/program head and appropriate Dean.

b. Named faculty chairs

The title of a faculty member who holds an endowed chair shall be qualified by a name designated by the person(s) endowing the chair and by decision of the Board of Trustees.

c. Emeritus faculty

A faculty member who is retired may be honored by qualifying his/her title by the term "Emeritus" by vote of the Board of Trustees upon recommendation of the faculty, in accordance with the policies and procedures displayed in Appendix 4-1.

Section I:B Faculty Rights and Responsibilities §4.3

B. Faculty Rights and Responsibilities:

Rights:

1) To have one's work (teaching/advising, scholarship/creative endeavor, service, and faith/spirituality) valued as a significant contribution to the educational enterprise.
2) To receive respect, courtesy, and honesty from administrators, colleagues and students.
3) To exercise academic freedom within the context of Eastern's Doctrinal Statement and the Statement of Academic Freedom.
4) To not be subject to hearsay criticisms or complaints and to have access to any criticism or complaint from any member of the University community, as well as an opportunity to respond to and appeal adverse decisions and/or file grievances (see section X, below).
5) To receive a frank and fair summation (in writing) of the perceived competencies and deficiencies judged through a process of summative evaluation that respects the accepted canons of procedural fairness.
6) To be provided with a suitable work environment (e.g., offices, classrooms, laboratories) and tools (e.g., audio-visual equipment, computers, photocopiers) for the educational enterprise.
7) To participate in the formulation of policies and procedures that govern and facilitate the life of the University, in conjunction with the administration and through committees and other governance bodies.
8) To have voice and vote in the full faculty, as well as in the academic program(s) and committees or other governance bodies to which one has been appointed.

Responsibilities:

1) To show ongoing commitment to and support of the Christian beliefs, values, and objectives of the University as embodied in its Doctrinal, Mission, and Goal Statements.
2) To model Christian lifestyles by engaging in conduct consistent with biblical teaching, as expressed in the Community Standards Statement.
3) To uphold the values of respect, courtesy, and honesty in relationships with faculty colleagues, administrators, and students, and to refrain from offering hearsay criticisms or complaints of any member of the University community.
4) To participate in academic planning by serving on committees and other governance bodies, as elected or appointed, and by participating in meetings of the University faculty, those of the academic program(s) to which they have been appointed, as well as faculty workshops, academic convocations, and commencement exercises.
5) To support all-University events, and to support selected student activities by attendance, participation, or sponsorship.
6) To assist in the recruitment, admission, orientation, and retention of students.

7) To be knowledgeable about academic policies, curricula, and services of the University, as stated in current catalogs as well as faculty and student handbooks, particularly with regard to the degree requirements for students in the academic program(s) to which they have been appointed, and the services available to students who are experiencing difficulties, and to make referrals when appropriate.
8) To provide academic, personal, and professional advising to students enrolled in the academic program(s) to which they have been appointed.
9) To instruct students who enroll in the University's academic programs and courses, under the supervision of the appropriate dean(s) and according to the needs indicated by the head of the academic program(s) to which they have been appointed.
10) To conduct courses in an organized manner, including appropriate classroom presentations and discussions, and evaluation of student learning assignments (returning these in a timely manner).
11) To return class lists, grade sheets, and other required reports to the Registrar's Office by the established deadlines.
12) To motivate and encourage the students who take their classes as well as others with whom they come into personal contact.
13) To remain current concerning advances in the discipline(s) of instruction and to be able to effectively interpret these in the classroom.
14) To participate actively in the scholarly community by contributing to scholarship through involvement in individual and collaborative research and by sharing the results with colleagues and students through lectures, seminars, publication, and the like.
15) To integrate Christian faith traditions and the Christian world view with their teaching and scholarship.
16) To uphold academic professional ethics, as set forth in the Statement on Professional Ethics (1995) of the American Association of University Professors (see Appendix 4.2).
17) To evaluate regularly their own teaching and administrative effectiveness, and to seek continuous professional improvement, by means of study, continuing education, mentoring, and attendance at professional meetings and faculty development programs, submitting the "Faculty Professional Activity Report" and "Faculty Growth and Development Plan" when due.
18) To work and cooperate constructively with administrators and committees exercising oversight in collegial and responsible fashion.

Section I:C Faculty Workload §4.4

C. Faculty Workload

1. Contractual Period

a. Basic covenants

The normal contractual period for a faculty member shall be for nine months. The specific dates of this period shall be determined by the academic year and shall be specified in the covenant. All such faculty shall be available for University duties during the whole of this period, including the week before fall and spring semester classes begin and following fall and spring commencements.

b. Extended covenants

With the agreement of both a faculty member and the University, and in consultation with the appropriate academic program head(s) and dean(s), a covenant may be extended for one or two months, for the purpose of taking on an administrative or scholarly assignment during the summer, and for additional pay that is proportional to the basic covenant.

2. Teaching

a. Basic load

The normal teaching load for tenure track faculty and Senior Lecturers shall be the equivalent of twenty-one (21) semester-hours of credit, and for Lecturers twenty-four (24) semester-hours of credit. Three semester-hours (one course) may be taught in Summer School by special arrangement with the appropriate academic program head(s) and Dean(s).

b. Maximum load

Faculty members shall normally teach no more than twelve (12) semester-hours of credit in a regular semester or a three/four semester-hour course in a Summer School session. Faculty members may teach a maximum of one course per semester/summer session as an overload (for additional pay), if there is a demonstrated need by the University. The appropriate academic program head(s) and Dean(s) must approve overloads.[7]

c. Load Equivalencies

One clock hour ordinarily equals one credit hour per week (i.e., the 50 minute class hour meeting for a full semester). Departments determine fair equivalents in workloads for those faculty activities and assignments that do not fit the conventional classroom lecture or discussion period (e.g., those who supervise labs, studios, teach private music lessons, oversee field experience, internships, student teaching or student clinical practica, teach in nontraditional modularized cohort education or in distance learning). Current standard equivalencies for semester hour credits at Eastern are:

1. Science lab periods will be calculated on a three clock hours-to-two credit hours ratio or on a one-to one ratio where justified by the nature of the lab work.
2. Private music lessons are at a three-to-one ratio.
3. Distance learning is calculated at a one-to-one ratio based on the credits registered for by a class cohort (with a maximum of 25 students).
4. Internship, field experience, student teaching and clinical practicum supervision equivalency is determined by the department based on the degree of oversight and time involved in accomplishing the objectives of the training. Participation in musical audition adjudication or end of semester juries are at a .25 semester credit hour equivalency.
5. Modularized cohort, nontraditional education is currently calculated on a two-to-one ratio.

d. Alternate workload assignment for Members of the Faculty

With the agreement of both a faculty member and the University, and in consultation with the appropriate academic program head(s) and Dean(s), full-time faculty may be assigned a three-quarters or one-half teaching load. The remaining one-quarter or one-half load may be made up of

[7] The Campolo College of Graduate and Professional Studies, operating on a schedule that is 12 months in some programs, has its own standards for maximum loads for full time faculty teaching in its programs in accordance with this general policy. Faculty can request copies of the load policy from CCGPS, Dean's office.

other University responsibilities (e.g., administrative assignments or scholarly projects) or of paid employment outside of the University but directly related to the discipline(s) of instruction. Faculty with an alternate workload assignment shall be expected to participate in all meetings of the University faculty and the academic program(s) to which they have been appointed, and any governance bodies to which they have been elected or appointed. If the non-teaching portion of the full load is fulfilled outside of the University, the University governance body assignments, the advising load, and other University responsibilities as well as University compensation shall be proportional to the teaching load and shall be specified in the covenant. Reductions in teaching responsibilities are provided for various reasons and with various amounts of release time, including the following:

1. Administrative responsibilities serving the University: program directors, chairs of departments or clusters, self-study (Middle States etc.), associate or assistant Deans. The amount of release time will be determined by the scope of the responsibilities. Chairs of departments or clusters will be given release based on the complexity and size of their program as well as the requirements of outside accrediting bodies.

2. 2. Release for scholarly research activity. [This section is currently under revision: *The FPC is working on guidelines for Research Professorships to serve those with exceptional research agendas.* Until finalized, all course releases will be reviewed on a case-by-case basis].

3. A leave of absence is determined in negotiation with the Deans and Provost and may be for medical reasons or for scholarly endeavors (such as exchange teaching, research grants) with the anticipation of return to regular service as a member of the faculty.

4. Alternative work assignments may include serving the university in student recruitment or financial development.

5. Cancellation of a class due to insufficient enrollment shall result in the faculty member being reassigned to administrative projects with the consultation of the appropriate academic program head(s) and Dean(s).

3. Student Advising

Faculty are expected to be available to students for advising and consulting outside of class for a minimum of six hours per week, as appropriate and announced to the students served.

4. Other University Work

In addition to teaching and advising students, other activities include study, preparation for classes, evaluating students' completed assignments, research and scholarly work, interacting and consulting with colleagues, interviewing prospective students, and participating in a variety of meetings (see section I, subsection B: "Faculty Responsibilities").

5. Outside Employment

If the non-teaching portion of a full load is fulfilled outside of the University, the compensation shall come from the organization or individuals for which this work is undertaken, and the amount of work undertaken shall be complementary to the amount of teaching responsibilities. Contractual obligations to Eastern should take work priority for Members of the Faculty. Other work for pay during the contractual period, including any which is an extension of the work that is undertaken in fulfillment of the assigned responsibilities related to the faculty appointment, shall be discussed with and have the explicit, written approval of the appropriate academic program head(s) and Dean(s). Such approval shall be reviewed annually. It is expected that this normally would not exceed ten (10) hours per week. Any change in the arrangements shall be discussed with the appropriate academic program head(s) and Dean(s). Exceptions include

honoraria or expenses paid for papers, talks, workshops, seminars, demonstrations, or appearances made by faculty during specified, limited time periods.

Section II

Initial and Continuing Appointment of Faculty

This section of the chapter is devoted to policies and procedures governing the selection and appointment of faculty. In all appointments, the University shall keep in view its commitment to having a diverse faculty.

A. Faculty Qualities

1. Essential Qualities

Eastern University faculty shall be expected to manifest each of the following essential qualities:

a. Christian commitment and maturity

Faculty shall be in complete agreement with the University's Doctrinal Statement and show evidence of a consistently Christian lifestyle.

b. Commitment to Eastern's Mission and Goal Statements

Faculty shall understand and enthusiastically support the Mission and Goal Statements and, in particular, the statements' world-Christian perspective.

c. Expertise in one or more disciplines

Faculty shall possess knowledge and skill in the discipline(s) to be taught, and other skills beneficial to the University, including, where appropriate, experience in the field of instruction.

d. Giftedness in teaching

Faculty shall have demonstrated teaching competence or potential in the appropriate discipline(s).

2. Additional Qualities

Full-time faculty also shall be expected to manifest many, if not all, and part-time faculty, as many as possible, of the following additional qualities:

a. Research and publications

Faculty shall show a record of scholarly achievement, or potential for such achievement.

b. Leadership among academic and professional peers

Faculty shall show leadership among his/her academic and professional peers, or potential for such leadership.

c. Contribution to the development of a new program

Faculty shall be able to contribute to the planning and implementation of an anticipated new program.

d. Complementary relationship to existing colleagues

Faculty shall evidence a spirit of cooperation and collegiality with persons in the academic program(s) to which s/he would be appointed and with the faculty at large.

e. Interest in student life

Faculty shall show enthusiasm for and commitment to involvement with students outside of the classroom.

Section II:B-E. Appointment of Faculty	**§4.6**

B. Appointment of Members of the Faculty

1. The hiring of a new faculty member is one of the most important activities the University performs. In the relatively small departments that characterize Eastern University, a new member quickly provides input, helps to set direction, and contributes to the overall "ethos" of the department. Moreover, since new hires come fairly infrequently, opportunities for departments to set out in new directions, respond to current curricular weaknesses, or meet departmental/curricular needs with respect to diversity, experience, or special abilities must be seized on those occasions when hirings can be made.

   Members of the Faculty may be appointed to either tenure track or non-tenure track positions based on their education and experience as well as the needs of the University. The procedures for conducting searches leading to the appointment of a new faculty member can be found in Appendix 4.4.

2. Initial appointments may be renewed for a second year or for shorter periods, according to the needs of the University. Faculty serving their first year of appointment shall be notified in writing no later than February 1 if they are not to be re-appointed for the following academic year. Faculty serving a subsequent year of appointment shall be notified no later than November 15 if they are not to be re-appointed for the following academic year.

3. Faculty appointed to tenure track positions before completion of a terminal degree may be given completion agreements as part of their appointment. The maximum period for completion of terminal degrees while appointed at rank is three years. Non-fulfillment of terminal degree completion agreements will subject a faculty member to reappointment in a non-tenure track position (if available) with loss of rank and salary or to possible termination in year four. The dean in consultation with the Faculty Personnel Committee may extend the deadline for completion.

C. Appointment of Non-tenure Track Members of the Faculty and Associates of the Faculty

Non-tenure track Members of the Faculty and Associates of the Faculty will be appointed either on the basis of a national search, or as a result of a positive evaluation of previous performance at the adjunct level. All prospective faculty must submit the following documents in addition to professional credentials: spiritual autobiography, response to Doctrinal and Mission statements of the University, and description of their approach to integrating faith and learning in the classroom.

D. Issuance and Receipt of Appointment Covenants

All covenants or letters of appointment for Members and Associates of the Faculty for any academic year shall normally be issued no later than April 1. Signed covenants shall be returned no later than three weeks following the issuance of the covenant from the relevant dean's office, or the first working day thereafter. If the covenant offer is not accepted on or before the specified

date, or special arrangement made with the appropriate dean's office, the offer will automatically expire. Term covenants are issued on an individual basis as necessity arises.

E. Change of the Locus of Appointment

Change in the locus of appointment will be granted only after due process involving the chair(s) or program director(s), the Dean(s) of the schools affected, and the Provost. The initial request for a change in the locus of appointment may come from a faculty member, the program director, a chair of the department, a Dean, or the Provost or President. It should be sent to the Provost who will convene the parties affected by the potential change of locus of appointment. Issues to be settled satisfactorily include budget, ability to sustain the program(s) affected by the change, and the enhancement of the contribution of the faculty whose locus of appointment is being changed. If all affected parties agree to the change, it will be granted. When there is a lack of unity on the proposed change by the parties concerned, the Provost will render a decision whether to grant the request, deny it or devise an alternative solution. The Provost's decision will be final in matters of change in locus of appointment.

Section II:F. Faculty Information and Immigration Status §4.7

F. Faculty Information and Immigration status.

Employment Documentation: All employees hired by the University are required to complete and submit to Human Resources the following documents:

- IRS W-4 Form
- Eastern University Employee Personal Data Form

In addition, any person hired by Eastern University must present documentation establishing identity and employment eligibility as required by the U.S. Department of Justice, Immigration and Naturalization Service and defined by INS Form I-9 (Employment Eligibility Verification). INS Form I-9 must be completed by the employee at the time of hire and submitted to the University with the appropriate accompanying documentation.

Employees are expected to maintain appropriate immigration status for the duration of employment and are required to notify the University of any change in status. Individuals currently possessing an H1B1 Visa and joining Eastern University from another sponsoring institution / organization are responsible for assuming all costs related to having an H1B1 Visa transferred to Eastern University (except immigration benefits as outlined in Chapter 5, Faculty Benefits, 5.2). Failure to produce legally required employment authorization documents shall be just cause for immediate dismissal of any employee, regardless of contract or covenant rights.

Section III: Types of Evaluation and Performance Areas §4.8

Section III

Evaluation of Faculty

It is important that ongoing efforts be undertaken to assist faculty in developing their gifts and abilities, and that there be careful evaluation of faculty performance on a regular basis, as well as on the occasions of consideration for promotion, initial tenure, reaffirmation of tenure, and renewal of non-tenure track appointments. The purpose of evaluation is to encourage and commend faculty for their individual contributions, to foster improvement in the quality of their

performance, and thus to promote and enhance the level of excellence of the educational programs offered by the University.

A. Types of Evaluation

The University employs two types of evaluation, namely, formative and summative, each of which has implications for continuing appointment and remuneration.

1. Formative evaluation

Formative evaluation is focused on assisting new and experienced faculty in their ongoing faith/spiritual development, and toward level-four achievement in the performance areas of teaching/advising, scholarship/creative endeavor, and service.

2. Summative Evaluation

Summative evaluation is an intensified process of evaluation focused on making appropriate decisions concerning promotion, initial tenure, reaffirmation of tenure, and renewal of non-tenure track appointments.

Persons applying for summative evaluation need to submit portfolios that contain the following:

- Self-assessment summary and synthesis of the Growth and Development Plans covering the period of evaluation (included in application cover letter).
- Curriculum Vitae.
- The Faith/Faithfulness Statement (see section III, subsection B).
- Growth and Development Plans – one for each three-year period since hire or last evaluation.
- Professional Activity Reports – one for each year since hire or last evaluation.
- Syllabi – for all courses taught since hire or last evaluation.
- Student evaluations of teaching – two for each semester since hire or last evaluation.
- Advisee evaluations of advising – one set for each year since hire or last evaluation.
- Graduating student evaluations – as many as apply since hire or last evaluation.
- Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or last evaluation.
- Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or last evaluation. To be coordinated with Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available).
- The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

B. The Faith/Faithfulness Foundation

Eastern Baptist Theological Seminary (Palmer Theological Seminary, 2005), founded in 1925, birthed Eastern Baptist College (1952), later known as Eastern College (1972) and Eastern University (2001). Theologically, the Seminary described itself as "conservative, yet progressive": "A seminary in pursuit of a healthy and sane conservatism in which loyalty to the Scriptures would be conspicuous" (Randall Frame, *Praise and Worship: A Pictorial History of Eastern Baptist Theological Seminary* [Donning Company, 2000]). Historically the Seminary has "eschewed the indoctrination of the right and relativism of the left." Eastern University has continued that historic legacy. Our life is shaped by the life and teachings of Jesus, the Christ. Our curriculum, our hiring practices, our personnel policies, and our conviction that all members of our community (administration, staff, faculty, students) are created in the image of God bear witness to these core values.

Eastern is an intentionally Christian, evangelical, transformational community that welcomes a variety of orthodox Christians to the table in fulfilling our mission of the Whole Gospel for the Whole World. We are a community that places a high premium on trust and listening carefully to God and one another—not only in discerning the respective gifts of our members but also in enabling our members to be prophetic voices of God to our community as well as to the world around us.

Thus, in personnel decisions, the evaluation of the faith/faithfulness of faculty members, while focused on the public expression of faith (i.e. through the three performance categories), makes no attempt to rank one person's individual spirituality or relationship to God with that of another. Rather, adherence to orthodox beliefs and commitment to a faithful lifestyle are affirmed by each faculty member's annual signing of the Doctrinal Statement and his or her affirmation of Eastern's Community Standards Statement. The point in summative evaluation is to assess how each faculty applicant for promotion or tenure has shown the fruits of the spirit ("love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" [Galatians 5:22-23]) in the presence of his or her students and colleagues and has responded to the call to be "doers of the Word and not hearers only" (James 1:22).

The Faith/Faithfulness category is foundational to the three performance categories of teaching/advising, scholarship/creative endeavor, and service. The core evaluative prism for this category is **the faculty member's public expression of faith/faithfulness in the three performance categories of teaching/advising, scholarship/creative endeavor, and service.**

This evaluative category is grounded in the assumption that faculty members are continually striving to deepen their personal faith in God and are concerned about the faith development of their students (II Peter 3:8; I Thessalonians 3:12; 4:1b, 10b). We are committed to a discipleship model of education. Accordingly, the faith/faithfulness category involves a pattern of Christian life and witness that is open to the creativity of the Holy Spirit and reflects the multidimensionality of Jesus' proclamation of the Kingdom of God. Within the sphere of higher education, faith and faithfulness are expressed in hospitality to new faculty and staff, loving respect for one's colleagues, and seeking to make the biblical concept of shalom a reality within the classroom (see Nicholas Wolterstorff, *Educating for Shalom: Essays on Christian Higher Education* [Eerdmans, 2004]). The latter requires a teaching stance that acknowledges each student as beloved by God and empowers students to both perceive "the wounds of God behind the world's injustice" and to work for the salvation of all peoples and

the world's transformation and redemption. Recognizing the foundational importance of faculty in Christian education, Wolterstorff states that faculty modeling is one of the three prime means through which students may be effectively predisposed to live effective Christian lives in contemporary society [Address to the Lexington Christian Academy, Lexington, MA, April 26, 2005).

All faculty members are required to submit a Faith/Faithfulness Statement for each summative evaluation. This statement can be thought of as a kind of personal spiritual portfolio—beginning at the time of hiring and being added to and revised at each summative evaluation. The statement roughly divides into three sections. The first section—more personal in focus—concerns one's faith pilgrimage, including how one's interactions within and outside of the Eastern University community (e.g., colleagues, students, church, and other service commitments) have affected one's faith development—emphasizing not only progress made but also faith struggles/concerns. (Faith struggles/concerns are often those elements of life that usher us to greater maturity [James 1:2-4]. Thus, they are not only vital to communicate as part of our journey of faith, but also as important experiences for the encouragement of others.) The second section invites faculty members to reflect on how their faith affects their ongoing work in (and vision statements for) teaching/advising, scholarship/creative endeavor, and service. The third section—more brief than first two—gives faculty members the opportunity to reflect on their vision for the development of faith/faithfulness in the years ahead, noting particular goals or aspirations that may be relevant.

In the context of a summative review, the Faith/Faithfulness Statement will be read by the Faculty Personnel Committee, appropriate administrators, and members of the Academic Affairs Committee of the Board. The statement will be evaluated on the basis of approval/disapproval. Faculty members may find it useful to discuss their Faith/Faithfulness Statement with a chosen mentor. While, as noted above, the force of this evaluation is not to make comparative judgments on a person's individual spirituality or relationship to God, it is understood that this evaluative category, like the performance categories noted below, requires careful and conscientious examination on the part of the faculty, administration, and the board. It is also understood that the disapproval of the Faith/Faithfulness Statement—while rare—is also a possibility.

Some of the following questions may be helpful in developing your Faith/Faithfulness Statement include:

- In what ways do my teaching and interactions with students convey core Christian values and Eastern's commitment to faith, reason and justice?

- To what extent do I demonstrate good collegial relationships with students and faculty, and how have those relationships affected my faith development?

- How do I actively seek to encourage students in their spiritual life and journey?

- In what ways do I nurture my own spiritual life? What specific things have I done to pursue growth in knowledge and application of the Christian tradition?

- In what ways have I expressed engagement with scripture, the Church, the mission of evangelism and discipleship that are part of the fundamental commitments of the University?

- To what extent have I developed competency and facility in a constructive and deep engagement between the Christian intellectual tradition and the models, methodologies, and findings of my discipline? In what ways is that reflected in my teaching and research?

- To what extent am I an effective mentor for students (e.g., career development initiatives, participation in Christian life programs, mission trips, writing recommendations, meeting prospective students, alumni relations, attending student performances, arranging field trips, involving students in professional and community activities, encouraging student research, guiding thesis projects, internship placement and/or supervision, consultative work with advisees, overall availability to students)?

- How do my service commitments—either within or outside of the Eastern University context—express my spiritual values and faith commitments?

- In what ways do I help students to realize that the world is in need of (and open to) the transforming love of God and shalom?

C. The Three Performance Areas

Faculty are expected to maintain a high level of performance and be evaluated periodically in the areas of teaching/advising, scholarship/creative endeavor, and service. Performance within each of these three categories is evaluated holistically on the basis of inadequate performance (Level 1), adequate performance (Level 2), strong performance (Level 3), and excellent performance (Level 4). Inadequate performance defines a level of proficiency/function that falls below the generally accepted performance expectations from newly appointed faculty at the rank of Assistant Professor. Adequate performance defines a level of proficiency/function that is consistent with the generally accepted expectations for faculty at the rank of Assistant Professor. Strong performance defines a level of proficiency/function that is meritorious or reflects noteworthy achievement on the part of the faculty member. Finally, excellent performance defines a level of proficiency/function that is judged to be superior or exceptional.

Each of the three performance categories features an integrative "evaluative prism" (or assessment guideline) that focuses on the core value being assessed in that area while allowing ample room for the multifaceted expression of that core value within the designated performance category. Furthermore, faculty are asked to prepare three-year Faculty Growth and Development Plans that describe their vision for the performance categories of teaching/advising, scholarship/creative endeavor and service, and critically assesses their past and current performance in these areas. An elective list of assessment questions is provided to assist in this self-assessment (and faculty may wish to develop their own questions). A summary of the four evaluative categories—including the evaluative prisms, levels of performance and constitutive components of the three performance areas—appears in Table 4.1. A list of sources for evaluation for each of the four evaluative categories (and their respective constitutive components) appears in Table 4.2. These tables are supplements to the Handbook.

1. Teaching/Advising

The teaching/advising performance area spans the following constitutive components: (a) course instruction and content, (b) classroom administration and curricular design, (c)

mentoring and spiritual modeling, and (d) academic advising. The core evaluative prism for this category is the faculty member's ability **to challenge students to become lifelong learners, thinkers, and practitioners who effectively integrate the Christian faith and justice with a quest for spiritual maturity, knowledge, and wisdom.** It is recognized that integrative, multidisciplinary work will often be an important dimension in achieving these goals. The assessment questions which faculty members may address in their Growth and Development Plans and summary self-assessment (included in their application portfolio cover letter) for this performance area are the following:

Course Instruction and Content

- To what extent am I effective in the classroom (e.g., challenging students to think critically, attaining course learning objectives, engaging students as learners, respecting multiple learning styles, creating respectful and collegial learning environments)?

- To what extent do I strive for the integration of my discipline with other areas of knowledge?

- To what extent do I foster the integration of faith and learning through my courses?

- To what extent do I facilitate the development of multicultural understanding, gender awareness, and global consciousness through my courses?

- To what extent do I enable students to gain and deepen commitments to scripture, to the Church, to evangelism and discipleship, to justice, to the world, and to community?

- To what extent do my course standards represent difficult and challenging objectives that require significant, level-appropriate (e.g. freshman vs. senior, graduate level) learning at high levels? What measures demonstrate that I teach to high standards?

- In comparison with University grade means and department grade means, in what ways do my grading rubrics and outcomes demonstrate high standards of achievement?

- How effective am I in evaluating student work (e.g., using diverse evaluation tools, clearly communicating course expectations, holding students accountable)?

Classroom Administration and Curricular Design

- To what extent am I effective as a course manager (e.g., preparing syllabi, grading assignments in a timely fashion, holding students accountable as learners)?

- What improvements or modifications have I introduced to my courses (including "failed experiments," new courses developed)?

- In what ways have I engaged students in mentored research in my disciplinary area?

- How does my course design, mentored student research and curricular development represent "best practices" of learning and research?

Academic Advising

- How effective am I in being an informed, available and attentive academic advisor to my students?

The performance levels for this category are:

Level 1: Little or no interest in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Exhibits inaccessibility or lack of interest in student concerns.

Level 2: A developing record of effectiveness in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.

Level 3: A strong record of effectiveness in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.

Level 4: A consistent record of excellence in integrating faith and justice with teaching and advising and in challenging students to become active learners and to achieve disciplinary competence. Forms relationships with students and is proactive in addressing student concerns.

Because competencies in teaching and in creating learner-centered environments vary by discipline and by the style and personality of teacher-scholars, the evaluation of such accomplishments will also vary. So too the methods and competencies for acquiring, practicing and expressing spiritual growth, as well as growth in a coherent and rich understanding of a Christian tradition, are somewhat diverse. Nonetheless, there are some common means and outcomes that mark those who are accomplished pedagogically and who are mature spiritually. Expressions of such accomplishments include (but are not limited to the following):

- Has mastered the models, methods, and content of a discipline(s).
- Displays openness and enthusiasm for learning, with a humble spirit acknowledging how much is yet to be learned.
- Presents material clearly and in a well-organized fashion in a manner, thus facilitating high levels of learning.
- Provides clear, timely, and accurate feedback on student work so that students can discover better practices and understanding of the subject matter.
- Motivates students to further exploration and reading, and to apply knowledge to self-selected problems.
- Exhibits growth in knowledge of the theory and practices of a variety of methods for creating learning-centered environments.
- Deals effectively with difficult classroom and research situations and adjusts to unusual and novel circumstances.
- Displays professional behavior.

- Interrelates the knowledge and practices of the discipline to the Christian faith tradition and world view.
- Provides accurate and timely academic and professional advising to students.
- Actively pursues Eastern University's commitment to the church, as stated in the Foundational Commitments of the University ("Our Commitment to the Church," see Section 1.4)
- Makes consistent efforts to improve and expand students' understanding of the Christian faith and the ways in which it is relevant to their discipline and issues of the modern world.

Candidates for promotion or tenure must *demonstrate* their readiness for academic appointment by submitting evidence of teaching/advising activity. Appropriate documentation of teaching/advising output includes (but is not limited to) the following:

- Classroom teaching evaluations by students (at least two courses per semester)
- Advising evaluations by student advisees (one per year)
- Lists of courses taught; evidence of workshops, coaching, publication, or reading in pedagogical methods, as articulated in the Profession Activities Report (at the end of every spring semester) and/or the applicant's resume
- Evidence of changes in teaching methods, development of new courses, continued efforts to integrate faith with one's discipline, and efforts to mentor students in their own spiritual journeys, as articulated in the Growth and Development Plan (every three years)
- Evidence of teaching and advising effectiveness through time, as articulated in graduating students' evaluation of faculty (prior to commencements)
- Narrative account of endeavors undertaken in spiritual growth, and growth in knowledge of the Christian tradition, as articulated in the Faith Statement (at the time of review)
- Account of effectiveness in teaching, advising, departmental support, and curriculum development as articulated in department chair's, or, in the case of chairs, designated mentors' evaluations (every three years, coordinated with the Growth and Development Plan)

Applicants are invited to submit supplementary materials that address effectiveness in teaching/advising. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

2. Scholarship/Creative Endeavor

The scholarship/creative endeavor performance area includes both (a) scholarly/creative productivity and (b) professional and faith/learning development. The core evaluative prism for this category is **the scope and depth of the faculty member's scholarly/creative footprint**. It is recognized that integrative, multidisciplinary work will often be an important dimension in scholarship and creative endeavor. Following Ernest L. Boyer (*Scholarship Reconsidered*, 1990), scholarship is defined in four ways:

1. The scholarship of *discovery*: basic research that aims at increasing the stock of fundamental human knowledge, rolling back the boundaries between the "known" and the "unknown." This is investigative in thrust.

2. The scholarship of *integration*: making connections across the disciplines, placing specialties into larger contexts (including that of a Christian world view), illuminating data in a revealing way by placing it into a larger set of data and perspective. It is the "discovery" of relevance and connections of what basic research uncovers with other knowledge. It is interdisciplinary, interpretive, and integrative. This is synthesizing in thrust.
3. The scholarship of *application*: seeking the relevance of knowledge to consequential problems or issues. This focuses on the impact or potential impact of knowledge for changing social and physical actualities (seeking often to join values and knowledge so as to change "the world").
4. The scholarship of *teaching*: seeking to understand the processes and contexts within which competencies and knowledge are generated within students. The scholarship of teaching would include papers or presentations to academic audiences on pedagogy, research on the effectiveness of teaching modes and methods, and professional writing on curricular subjects that engages aspects of the craft of teaching.

All of these are essential elements in the academic enterprise, and it is important that each be represented among the University faculty. However, whereas all faculty must be involved in scholarship, all faculty need not be involved in all of the four forms of scholarship.

All tenure track and tenured faculty at Eastern University are expected to have a defined vision and record of their scholarly/creative work that is intentionally rooted within the Christian faith and connected to the mission of Eastern and its core values of faith, reason, and justice. While the content of one's scholarly/creative endeavors may not be explicitly theological in nature, it is understood that the guiding motivation and vision that underlies scholarly inquiry will be profoundly connected to the larger issues of faith and God's work in the world. The assessment questions which faculty members may address in their Growth and Development Plans and summary self-assessment (included in their application portfolio cover letter) for this performance area are the following:

<u>Scholarly/Creative Productivity</u>

- What is my overall vision for scholarly inquiry or creative endeavor and how does this vision relate to the mission of Eastern and its core values of faith, reason, and justice? (Please keep in mind Boyer's four types of scholarship: [a] discovery, [b] integration, [c] application, and [d] scholarship pertaining to teaching.)

- What have I done thus far (a) to realize my vision of scholarly inquiry or creative endeavor and (b) to disseminate my work (e.g., publication in books or scholarly journals, videotapes of artistic presentations or performances, copies of papers presented at conferences, patents for inventions or discovery, publication in popular magazines or other venues, publication on web sites, grants secured and grant applications written, post-doctoral fellowships)?

<u>Professional and Faith/Learning Development</u>

- What is my overall vision and plan for professional development (including collegial support, collaborative work, departmental needs, faith and learning development)?

- What have I done thus far to realize my vision of professional development (e.g., interacting with faculty in and outside your of department, interdisciplinary work, attending or leading faith/learning seminars, summer reading lists, membership in professional organizations, editorships of professional journals, membership on professional boards, organizing and participating in professional conferences/workshops, attending public performances, lectures, or exhibits; taking courses)?

The performance levels for this category are:

Level 1: Little or no interest in developing a vision of scholarship and/or no record of achievement in scholarship or creative endeavor.

Level 2: A developing vision of post-dissertation scholarship and some record of achievement in scholarship or creative endeavor.

Level 3: A developed vision of scholarship and a strong record of achievement in scholarship or creative endeavor (i.e., quality over quantity).

Level 4: A developed vision of scholarship and a consistent record of excellence in scholarship or creative endeavor (i.e., both quality and quantity).

Because scholarly achievement and creative endeavor can be expressed in both traditional venues (e.g., books, articles published in refereed journals, papers delivered to learned societies) and nontraditional contexts (e.g., web sites, consulting work, popular media, public presentations or recitals), our understanding of scholarly output relies more on a model of dissemination (and the values of creativity and innovation) that includes but is not limited to a model of formal or professional publication. With this understanding in mind, scholarly and creative output include (but are not limited to) the following:

- Publishing refereed articles or scholarly books, or disseminating learned papers.
- Publishing or disseminating creative works such as poetry, dance, theater, and musical scores.
- Participating in juried artistic exhibitions or recitals.
- Participating in the activities of Christian educational and professional organizations that seek to integrate Christian beliefs and values with particular disciplines.
- Accepting invitations to contribute in areas of one's expertise (e.g., to give addresses, performances, or exhibits) at professional meetings, or at more public, secular or Christian forums.
- Publishing or disseminating materials for the general public, which interpret scholarly work in the light of one's discipline or specialty.
- Reading papers, or providing leadership in learned societies, professional, or educational organizations.
- Designing curricular projects that utilize current developments, or apply creatively one's professional expertise.
- Providing academic consulting services that derive from professional competencies.

- Receiving grants and awards that recognize one's scholarship.
- Reading appropriate professional/scholarly literature to keep abreast in one's field.

Candidates for promotion must *demonstrate* their readiness for an academic appointment promotion by submitting evidence of scholarly activity. Appropriate documentation of scholarly output includes (but is not limited to) the following:

- Published works: books, book chapters, journal articles, creative writing, or musical scores.
- Video and/or audio tapes of artistic presentations, the artist's notes, sketches, photographs, programs, posters, press announcements, or copies of artistic products.
- Awards and honors from within the field.
- Grants secured and grant applications written.
- Web sites developed or electronic publications.
- Patents for inventions or discovery.
- Copies of papers presented at national conferences.
- Placement of creative works in juried collections.
- Descriptions of professional practice or of consulting work.
- Publication in popular magazines or other venues.
- Evidence of adoption of one's work in appropriate venues (e.g., textbook adoption; software adopted at other schools, royalties paid, exhibitions, installations, productions or reconstructions in other venues).
- Evaluations of one's work by published reviews or external evaluators.
- Software programs developed.
- New Curricula.
- Evaluation of planning for and administering research.

All of the above should be listed in the yearly Professional Activities Report and/or the applicant's resume, and analyzed in the tri-yearly Growth and Development Plan. In addition, hard or electronic copies of evidentiary materials may be added to the portfolio.

3. Service

The service performance area includes both (a) service to the Eastern community and (b) service outside of the university community. The core evaluative prism for this category is **the faculty member's record of community leadership and initiative— within and/or outside of the Eastern University context.** The assessment questions which faculty members may address in their Growth and Development Plans and summary self-assessment (included in their application portfolio cover letter) for this performance area are the following:

Service to the Eastern Community

- □ As a member of the Eastern community, in what ways have I contributed to our collective development, mission accomplishment and overall institutional effectiveness (e.g., committee assignments, grant writing, departmental development, search committees, task force assignments, budget negotiations, organizing events, befriending and supporting new faculty members, serving as a faith and learning mentor, organizing events, work with the core curriculum, participation in workshops, commencement, convocations and other events, serving as a spokesperson for Eastern in the media and local community)?

Service Outside of the University Community:

- □ As an Eastern faculty member, in what ways have I contributed to the well being of communities outside of Eastern University (e.g., church participation/leadership, participation in parachurch organizations, support services for community groups, consulting work)?

The performance levels for this category are:

Level 1: Little or no demonstrated interest in community service within or outside of the Eastern community.

Level 2: A consistent record of service to the university community (e.g., regular participation in university committees or task forces).

Level 3: A strong record of service within and/or outside the Eastern University community that demonstrates leadership and initiative (e.g., service on the Faculty Senate, service to one's church or civic community, mentoring new faculty, representing the University at off-campus functions, supporting or advising student groups, teaching within the core curriculum, serving as a consultant to community groups or nonprofit organizations).

Level 4: A consistent record of excellence in demonstrated leadership and initiative within and/or outside the Eastern University community (e.g., developing new programs at Eastern or community initiatives, leadership in the core curriculum, chairing one or more university committees or task forces, chairing departments or divisions, leadership in nonprofit organizations and community groups, contributing to resource development for the Eastern community, providing leadership to learned societies or professional associates at the local, regional, national, or international levels).

Because competencies in service involve a wide range of engagements and energy, the evaluation of such accomplishments will also vary. Nonetheless, there are some common means and outcomes that mark those who are accomplished in serving and leading in ways that contribute to mission accomplishment and institutional or community effectiveness. Expressions of such accomplishments include (but are not limited to the following):

- Support, advise, or sponsor formal or informal student groups and activities.

- Actively participate in meetings and activities of the University faculty, and of the academic program(s) to which faculty have been appointed, providing leadership when elected or appointed.
- Contribute to the development of the human or material resources of the University by securing grants, bringing guest speakers to campus, recruiting potential faculty, etc.
- Represent the University at official, off-campus functions.
- Provide leadership to learned societies or professional associations at the local, regional, national, or international levels.
- Participate in site-visit teams at other institutions.
- Provide research, consultation or leadership services to other institutions, such as churches or community organizations.
- Participate in service clubs, political parties, or other community organizations, providing leadership when elected or appointed.
- Serve the poor, the oppressed, and others on the margins of society.

Candidates for promotion or tenure must *demonstrate* their readiness for an academic appointment. Appropriate documentation of service involvements and accomplishments includes (but is not limited to) the following:

- A listing of internal committee and service work, as articulated in the Professional Activities Rorm (at the end of every spring semester).
- An evaluation of committee/senate work or leadership by peers (at the end of each academic year).
- A listing of external engagements and involvements in the yearly Professional Activities Report and a narrative of the nature of and type of involvement in such work in the tri-yearly Growth and Development Plan.
- Leadership roles held in various committees, organizations, or task forces and the nature of that work, as articulated in the yearly Professional Activities Report.
- Awards, recognitions or letters of commendation for service done, as articulated in the yearly Professional Activities Report and/or in letters of referral (at the time of summative review).
- Accounts of the outcomes of service rendered (e.g., changes that happened as an outcome of consultation; organizations improved in given ways; on-going activity that marks the initiative or project undertaken, etc.), as articulated in the tri-yearly Growth and Development Plan.

Applicants are invited to submit supplementary materials that address effectiveness in the area of service.

Section IV: Formative Evaluation A. Faculty Development Process §4.9

Section IV

Formative Evaluation for Faculty Development

All Members of the Faculty shall participate in an ongoing process of formative evaluation for the purpose of faculty development. Faculty shall be assisted in this process by the appropriate academic program head(s) and Dean(s), as well as the Faculty Development Committee.

A. Faculty Development Process

The following tools shall be used to facilitate formative evaluation:

1. Student Evaluation of Courses and Instruction

At the end of each semester, all faculty shall engage their students in evaluating the courses taught and the instructional process, using the designated form(s). The Office of Institutional Research shall aggregate the data and prepare reports. A copy of the report concerning each course shall be sent to the faculty member and the appropriate academic program head(s).

2. Self-evaluation of Performance and Development

At the conclusion of each academic year, all Members of the Faculty shall prepare Professional Activity Reports using the designated form that is found on the University website. In addition, at the conclusion of the first year of appointment, each faculty member shall submit a three-year Faculty Growth and Development Plan aimed at ongoing development. This three-year plan may be revised or updated at any time by the faculty member. In reporting, evaluating, and planning their development activities, faculty should consider the three performance areas, namely teaching/advising, scholarship/creative endeavor, and service, and develop both detailed self-evaluations and vision statements, followed by implementation steps, for each of these performance areas (see section III, subsection C, above). As part of implementation in the teaching/advising areas, they should consider a plan of peer evaluation in which small groups of faculty covenant to observe and critique each other's classroom teaching over a period of several semesters. The Growth and Development Plan shall be submitted to the appropriate academic program head(s) and dean(s). A form soliciting this report shall be distributed by the appropriate Dean's office each April.

3. Administrative evaluation of performance and development

At three year intervals, (for tenure track and non-tenure track Members of the Faculty), the appropriate academic program head (and in the case of a program head, a chosen mentor) shall meet with each faculty member to discuss his/her performance and development. This discussion shall be based on the faculty member's written self-evaluation (see above). The academic program head (or mentor) shall prepare a written report (see form in Appendix 4.3). This report shall be reviewed and signed by the faculty member (who may add a response if desired) and placed in the faculty member's portfolio.

4. The Faith and Learning Paper/Project

Before initial tenure evaluation (tenure track faculty) or other summative review (non-tenure track), all Members of the Faculty shall demonstrate an integration of the Christian faith with their discipline(s) of instruction. (See Section VI.A. Eligibility for due dates). The form that this demonstration takes may vary with the discipline but, in most instances, it shall comprise writing a substantial scholarly paper, and in a few instances, carrying out another type of project that includes a written, conceptual component.

The goal of this paper or project is to demonstrate an understanding of one or more faith-learning issues entailed in the discipline in which one teaches. This paper or project will convey to one's peers the pattern and approach one takes in thinking Christianly about the subject matter and methodologies of a given academic discipline or practice.

Faith-Learning integration involves interrelating important elements of the historic Christian faith with the knowledge and practices of a given academic discipline. In this context "faith" means the content or substantive truth claims of Christian revelation. It is expected that faculty will adhere to the historic Christian faith as summarized by the Doctrinal Statement of the University. However, the manner in which this historic faith is expressed may vary, given the wide range of Christian traditions represented by various faculty members and the recognition that the University is enriched by this diversity.

The focus of this work is on the integration of human knowledge and practice with the divine knowledge and practices given in scripture and within one's theological tradition or heritage. It involves careful Christian reflection and integration at the knowledge level.

Certain important and valid practices need to be distinguished from this integrative task. Integration "at the knowledge level" is not simply the cultivation of Christian living; nor is it simply using the academic discipline/practice to illustrate spiritual truth. These valid and important activities do not require that we be inside the disciplines and their assumptions, concerns, or methodologies. Instead they set Christian faith matters side by side with the discipline in a way that is external or peripheral to the knowledge claims of that discipline. Such activities are superficially related insofar as the integration of knowledge is concerned.

Faculty are encouraged, with the assistance of the Faculty Development Committee, to work with a selected faculty mentor on the faith and learning paper or project other than those presently on the FPC. There are also opportunities to participate in one or more of the annual summer workshops provided by the Coalition for Christian Colleges and Universities.

As part of a faculty member's midterm review, he or she will submit a 2-3 page proposal for their Faith and Learning Paper/Project that deals with a topic related to their discipline. The proposal will include information about how the faculty member intends to meet the requirements set out in the Faith and Learning Paper rubric (see Appendix 4.__) and will state the focus of the faith perspective that will be explored by the author and applied to the discipline specific topic. Each proposal will include a submission of a preliminary bibliography of at least seven scholarly sources that demonstrate reading from a Christian worldview and from the author's disciplinary topic.

This proposal will be reviewed by the Faith and Learning Committee of the FPC and the faculty member will receive written feedback on the proposal from the committee. In a typical schedule, this proposal would be submitted on February 1st of the third academic year, as part of the midterm review. If the proposal is approved by the committee, it becomes a voucher for a course release for the paper. The first submission of the Faith and Learning Paper/Project will be on January 15th of the fourth academic year. If the paper/project is not approved after the first submission, the faculty member will have an opportunity to do a second submission of the paper on September 1st of the fifth academic year. If the second submission is not successful, then the committee will request a third submission on September 1st of the sixth academic year. If the third submission is not successful, there is no further recourse and the faculty member cannot apply for tenure or appointment to senior lecturer.

Successful Faith and Learning Papers/Projects shall become public documents once submitted and accepted. All Faith and Learning Paper/Projects (with commentary, graphics, tapes, etc.) shall be lodged in the collection of faith and learning resources in the Library for future access to all faculty and, by permission of the author, students as well.

a. The Faith and Learning Paper (see Rubric in Appendix 4.14)

A Faith and Learning Paper is one that demonstrates integration at the knowledge level by defining an "integrative" question(s) and exploring the issues involved in addressing it within a Christian frame of reference. Such a paper demonstrates the constructive way in which the scholar-teacher understands the academic discipline as well as the truth claims of Christian faith and how those two arenas of discourse can be thoughtfully and appropriately related to each other. Accordingly, the faith-learning paper will:

1. Deal with one or a few important knowledge claims and practices that derive from the discipline as currently practiced by identifying a question or issue that also engages Christian faith.
2. Show how certain truth claims of the discipline are integrally related to elements of a Christian world view, either in a compatible or incompatible manner. If considered incompatible by the paper, the paper will show how compatibility might be generated or sought. The compatibility or incompatibility of the disciplinary truth claims with the Christian faith must be argued, not assumed.
3. Make a constructive proposal displaying the importance and relevance of Christian faith elements in understanding, revising, reconstituting, transforming, and/or practicing the discipline in a way that comports well with authentic Christian faith and practice.

Ordinarily Faith and Learning Papers will:

1. Have a single subject or focus that defines the nature of the disciplinary issue(s) to be explored in relationship to Christian faith.
2. Be written in accordance with the professional standards of writing that are common in the discipline for publishable papers.
3. Be substantial in length and depth of the treatment of the issue (minimum of 20 pages, double-spaced, plus bibliography).

The evaluation of Faith and Learning Papers will consider:

1. The degree to which the paper addresses its subject matter and issues in a clear, cogent and coherent manner that demonstrates mastery of the methodology and content of an academic discipline. It must be adequate in terms of the current state of the discipline.
2. The degree to which the paper draws upon significant and appropriate elements of the Christian faith in reflecting upon the disciplinary issue(s) and what it might mean to think Christianly in that area. This involves the use of Scripture in context, showing sensitivity to hermeneutical considerations of interpretation. It includes the choice and understanding of basic Christian themes relevant to the discussion. It must be adequate in terms of its use of the resources of Christian thinking.
3. The degree to which the paper interacts appropriately with at least some of the literature already published on issues of faith-learning integration within the discipline as well as the particular issue(s) that serves as the integrating subject matter of the paper (if

available). It must be adequate in terms of acquaintance and appropriate use of the literature available on faith-learning integration in the area of discourse.

b. The Faith and Learning Project

The Faith and Learning Project displays a product or process within a given practice (e.g., a musical composition, an artistic exhibit, a film, a given choreography, the writing, production, or performance of a theatre piece, a mathematical solution, a classroom methodology, an invention or innovation, or a client intervention). In addition it provides an interpretive narrative that shows the connections between that project and fundamental understandings of both the practice involved and the constitutive elements of a Christian world view. Normally a project involves some kind of performance element or finished product combined with an appropriate commentary as to the connections between it and constitutive Christian notions that inform and contextualize the performance or product. The project should be able to "stand alone" as a discrete work. The commentary on the project should operate as an explication of the project's tenets, not to be understood without a dependence on direct contact with the project itself. The commentary articulates the relevant and significant connections between the work itself and a Christian world-view as well as indicating the relevant academic and disciplinary context within which it exists. Accordingly, the Faith and Learning Project should:

1. Display a finished product, involve a public performance, or be constituted by an observable process. The project must be substantially grounded in an academic area of teaching or research and exhibit a professional level of skill level in that area of practice or craft.
2. Articulate a written commentary which explicates the context of the product, performance, or process within its arena of practice or craft. The commentary will include the work's location within the historical traditions and contemporary developments of the discipline. Questions to consider would include; "Why did you select this project? What are the distinct components that characterize the project's uniqueness?".
3. The commentary must identify and elaborate how the work reflects or reveals a Christian world-view. The written commentary would integrate relevant Christian theological, philosophical, and traditional resources. The intersection with Christian resources would include, as appropriate, the use of Scripture in its entire context, i.e., the Old and New Testaments. A key question might be: "How does this work provide a lens through which to view--or a gateway into a deeper understanding of-- a Christian world-view?"

Ordinarily Faith and Learning Projects will:

1. Be sufficiently focused that the performance, product, or process can be assimilated by its examiners within a few hours, and be documented by visual and/or auditory representation as evidence of the project presentation.
2. Meet whatever are the best practices or professional standards for such performances or products.
3. Be solely or mainly the work of the person who is submitting the project as the basis for the faith-learning project. In the case of collaboratively or jointly created or authored projects, the specific contribution of the one submitting the project must be specified in detail.

Evaluation of Faith and Learning Projects will involve:

1. Consideration of the quality of the performance, product, or process according to the professional standards for such projects by peers in the academic discipline involved. If necessary, outside judges will be solicited for opinions on the quality of the project. These may involve such criteria as the skill level displayed in the performance, the aesthetic values embodied, the degree of innovation achieved, the efficiency and effectiveness of the process or product, etc. It must be adequate at the level of quality as measured by the standards of the practice or craft.
2. The degree to which the commentary draws upon significant and appropriate elements of the Christian faith in reflecting upon the disciplinary issue(s) and what it might mean to think Christianly in terms of the project. This involves the use of Scripture in context, showing sensitivity to hermeneutical considerations of interpretation. It includes the choice and understanding of basic Christian themes (used or not used) relevant to the discussion. It must be adequate in terms of its use of the resources of Christian thinking.
3. The degree to which the commentary interacts appropriately with at least some of the literature already published on issues of faith-learning integration within the discipline, practice, or craft as well as the particular issue(s) that are entailed in providing a Christian frame of thinking for the particular project (if available). It must be adequate in terms of acquaintance and appropriate use of the literature available on faith-learning integration in the area of discourse.

Section IV: B. Faculty Development Resources §4.10

B. Faculty Development Resources

1. Faculty Development Grants

a. Definition

The appropriate Dean will entertain proposals for grants that will assist members of the Eastern University faculty to grow in the areas of teaching/advising, scholarship/creative endeavor, service, and faith/spirituality.

b. Eligibility

All Members of the Faculty are eligible for the grants on a first-come, first-served basis. Faculty requesting grants must have a current Faculty Development Plan on file in the appropriate Dean's office. Requests for grants must reflect goals identified in the individual's Faculty Development Plan.

Faculty members must complete the Application for Eastern University Faculty Development Grant form to be considered for funding (see Appendix 4.6).

c. Funding Priorities

The following categories will be funded at 100% up to the maximum of $1,000 per year:

1. **Scholarly Activities**, including resources needed for scholarship (exclusive of computer hardware)
2. **Tuition**: for doctoral education, continuing education, courses or workshops to develop specific necessary skills

3. **Conference Participation**: to present a paper or serve as a national officer. Requests for funding to attend a conference will continue to be funded at 75%, but with a maximum of $1,000 per year.

d. Procedures

1. Requests for funding must be made on the Application for Eastern University Faculty Development Grant form and are to be signed by the appropriate Dean.
2. The form must be completed in its entirety.
3. Requests for funding must clearly reflect goals identified in the individual's Faculty Development Plan, which **must be attached to the application for a grant**.
4. The Deans will consider applications on a rolling basis, with a minimum of one month's notice prior to the need. Applications should be submitted as early as possible in the academic year, as funds may run out.
5. Proper credit must be given to Eastern University on published works, computer packages, articles, etc., that are funded in part or in whole by a faculty development grant.
6. Faculty will describe the disposition of any funds on their next **Professional Activity Report**.
7. All applications for grants must be typed or word-processed. (Check the Intranet site for the appropriate form.)

   Please feel free to attach any additional documentation that will assist the Dean in making an informed decision.

2.CAS Laptop Fund

Limited funding is available for the purchase of laptop computers to be used for university work. Faculty should apply in writing to the CAS Dean explaining how the laptop will be used to enhance teaching and scholarship. Grants will be awarded on a first come, first served basis and can be applied for every four years.

3.Sabbaticals and Other Leaves of Absence

a. Definition

A sabbatical leave of absence is a release from all teaching and other campus duties for a specified period of time while retaining at least a portion of the normal salary and benefits.

b. Purpose

Sabbaticals are intended to facilitate professional growth and improvement of the quality of instruction in ways that are more difficult to achieve while a faculty member is carrying out routine responsibilities.

c. Eligibility

Sabbaticals are regarded as a privilege, not an automatic right. To be eligible for a sabbatical leave, a faculty member must have tenure or, if non-tenure track, be a Senior Lecturer and have completed at least six (6) years of service at the University (i.e., the sabbatical leave can be granted at the earliest only in the seventh year of service.)

d. Terms, salary, and benefits

The sabbatical period may be either one semester at full salary, or two consecutive semesters at three-quarters salary. Benefits shall be continued on the usual basis, although special circumstances may sometimes require exceptions.

e. Restrictions

The appropriate use of sabbaticals shall be determined by the proposal on which the application is based. While faculty are free to seek fellowships and grants to supplement their salary, they are not free to take any position for pay during the leave, unless such use of the leave is part of the approved proposal. Only in very rare cases will a faculty member on sabbatical be allowed to continue part of his/her instructional and committee work on campus. The number of sabbatical leaves granted shall be dependent on the needs of the University's academic programs and the availability of financial resources at the time. Normally, from two to five faculty members may be granted such leaves each year.

f. Applications

Applications for a sabbatical shall be submitted to the appropriate Dean no later than October 15 preceding the academic year for which the leave is requested. In addition to a proposal of a sabbatical project, an application shall include a statement describing and justifying any supplemental income, including grants. Applications for year-long (as opposed to semester-long) sabbaticals should be made TWO years prior to the year of projected eligibility, and may or may not be granted for that specific year.

g. Decisions

Approval or disapproval will be determined by the applicant's ability to show that the sabbatical will serve the above purpose. In any case, the approval of a sabbatical application is also dependent upon factors of urgency, availability of replacement(s), financial feasibility, and relative value to all concerned. Prime consideration in selecting sabbatical recipients shall be given to the quality of the proposal and its expected benefit to the University in terms of its contribution to the educational goals and objectives of the institution as well as to the anticipated growth and consequent effectiveness of the candidate as a teacher and scholar. Other considerations shall include the timeliness of the proposal, the length of service of the applicant to the University since his/her previous sabbatical, the denial of previous applications due to limited funds or the lack of available replacements, and the like. After review of the application, the appropriate Dean will recommend approval or denial of the application to the Provost and President. If the Provost and President concur, favorable recommendations will be sent to the Board of Trustees who must give final approval. Approved applications shall normally be announced after the February Board meeting.

h. Obligation

A faculty member who accepts a sabbatical shall agree in writing to return to the service of the University for at least one year following the completion of the leave. Underlying the sabbatical program is the assumption of a teacher continuing with the University and the mutual benefit to be received by the University and the teacher by a leave. The faculty member must submit a report to the appropriate Dean and the Provost, no later than one month after the beginning of the regular semester following the sabbatical period, stating the extent the activities outlined in the approved sabbatical project have been completed. An informal report to the faculty may be given at a Faith and Learning Luncheon or similar occasion.

i. Other Leaves of Absence

A leave of absence other than a sabbatical, for study, research, travel, health, or special service elsewhere may be granted by the President, upon written request by a faculty member, and recommendation by the appropriate Dean via the Provost. Such leaves of absence shall be contingent upon adequate replacement of personnel and normally shall be taken without pay.

Section V: Promotion of Tenure Track Faculty §4.11

Section V

Summative Evaluation for Promotion of Tenure Track Faculty

Promotion is an institutional recognition and affirmation that a faculty member has developed through time and experience to higher performance capabilities as demonstrated by evaluations showing accomplishments appropriate to the next higher rank. The promotion decision is an important means of summing up the development that has been happening continuously as a result of the pursuit of higher levels of competency and performance within a faculty member's discipline(s). Faculty who are eligible and who apply for promotion shall be evaluated on the basis of their teaching, spiritual modeling and nurturing, scholarship, and service (see section III, subsections B and C, above). The primary burden of summative evaluation for promotion is the demonstration of enhanced competence in those skills and accomplishments that define these four performance areas in the degree and quality appropriate to the rank to which the applicant is seeking promotion. Review for promotion to Associate shall be scheduled during the sixth year of service at the Assistant rank. Review for promotion to Full Professor may be scheduled during the fifth year of service at the Associate rank. (See summary of the process in Appendix 4.7)

A. Eligibility

See section I, subsection A, for minimal educational and experiential criteria for promotion to the rank of Associate Professor or Professor. Years toward promotion are counted in terms of academic years which shall ordinarily be full load (outside special arrangements such as sabbatical, leave of absence, research and appointed reduced-load positions etc. as contained in the faculty covenant).

B. Procedures

1. Notification of Eligibility

By April 1 of the calendar year preceding the year of evaluation, the appropriate Dean shall notify potential applicants in writing (with a copy to the chair of the Faculty Personnel Committee and the appropriate academic program head[s]) of their eligibility for consideration.

2. Notification of Intention to Apply

By June 1 of the calendar year preceding the year of evaluation, potential applicants shall notify the appropriate Dean in writing (with a copy to the chair of the Faculty Personnel Committee and the appropriate academic program head[s]) whether they intend to apply for promotion. A faculty member may choose to delay the application for promotion from Assistant to Associate Professor one time for one year and shall do so in writing to the Faculty Personnel Committee and the appropriate Dean.

By June 1 of the year of evaluation, those who intend to apply shall submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

3. Solicitation of Letters of Reference and Recommendation.

The Dean shall solicit letters of reference from at least three of the five colleagues provided by the applicant, the head of the academic program(s) in which the applicant serves (if the applicant is a program head, the Dean shall prepare a letter of evaluation), faculty holding rank in the academic program(s) in which the applicant serves, and any additional letters recommended by the appropriate Dean(s) or the Faculty Personnel Committee.

4. Submission of Application Materials

Faculty who wish to apply for promotion shall submit the following materials in a loose-leaf binder to the appropriate Dean by October 1 of the year of evaluation. Where applicable, materials should be limited to those pertaining to the period of time since the most recent summative evaluation.

a. Letter of application **(paper and electronic submission)**
A cover letter (addressed to the Faculty Personnel Committee) including the faculty member's summary and synthesis of the three-year Faculty Growth and Development Plans since hire or the last summative evaluation, with appropriate references to supporting materials.

b. Curriculum Vitae **(paper and electronic submission)**
An up-to-date list of education, experience, and accomplishments.

c. The Faith/Faithfulness Statement **(paper and electronic submission)**
See section III, subsection B.

d. Self-evaluations of performance and development **(paper and electronic submission)**
Copies of the three-year Faculty Growth and Development Plans and annual Professional Activity Reports since hire or the last summative evaluation.

e. Course syllabi

Copies of the most recent syllabus for each course taught since hire or the last summative evaluation.

f. Student evaluations of courses and instruction

Two for each semester since hire or the last summative evaluation.

g. Student evaluations of advisors

One set for each year since hire or the last summative evaluation.

h. Graduating student evaluations

As many as apply since hire or the last summative evaluation.

i. Committee Evaluations

Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or the last summative evaluation.

j. Administrative evaluations of performance and development

Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or the last summative evaluation. To be coordinated with the Growth and Development Plans.

k. The last summative review from the Faculty Personnel Committee (if available)

l. Other evidence

The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

5. Additional Sources of Information

The appropriate Dean and/or the Faculty Personnel Committee shall add the following three additional sources of information to the materials submitted by the candidate.

a. Letters of reference

At least three letters of reference solicited from among the five colleagues provided by the candidate to the Dean, as well as any additional letters of reference solicited upon recommendation by the Dean or the Faculty Personnel Committee.

b. Administrative evaluation

A letter of description and evaluation by the appropriate academic program head(s) (or, if the candidate is a program head, the appropriate Dean) indicating the candidate's role within the academic program and contribution to achievement of its mission.

c. Letters from academic program faculty

Letters received from any faculty holding rank in the academic program in which the applicant serves, concerning the applicant's qualities and contribution to their shared program.

6.Committee Review

The Faculty Personnel Committee shall review the application materials, and evaluate the qualifications of the faculty member on the basis of the Performance Criteria (see section I, subsection A) and Performance Areas (see section III, subsections B and C). If the Faculty Personnel Committee deems it necessary, or if an appropriate dean requests it, there shall be an evaluation by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned. At the request of the applicant or the committee, the review also may be supplemented by a conference with the applicant.

7.Committee Recommendation

The Faculty Personnel Committee shall vote whether to recommend an applicant for promotion. Both favorable and unfavorable recommendations shall be forwarded, with the committee's rationale, to an appropriate Dean, with all application materials, for review by the appropriate Dean(s), the Provost, and the President.

8.Administrative review

The appropriate Deans(s), the Provost, and the President shall review both favorable and unfavorable recommendations of the Faculty Personnel Committee. If the appropriate Deans(s), the Provost, and the President concur with a favorable recommendation of the Faculty Personnel Committee, the recommendation will be presented to the Academic Affairs Committee of the Board of Trustees as the unified and sole recommendation of the faculty and administration. If the appropriate Deans(s) or the Provost does not support the recommendation of the Faculty Personnel Committee (whether favorable or unfavorable), s/he will communicate his/her reasons in writing to the Faculty Personnel Committee in order to seek a unified recommendation. If a unified recommendation cannot be obtained, the President shall decide whether to recommend the applicant to the Board of Trustees.

9.Board Review of Favorable Recommendations

The Academic and Student Affairs Committee of the Board of Trustees shall review favorable recommendations and application materials, and make a recommendation to the full board, which in turn, makes the final decision. (The Executive Committee of the board may act on behalf of the Academic and Student Affairs Committee and/or the full board.)

C. Decisions and Notification

The bodies and individuals who participate in the process of considering an application for promotion may make any of the following decisions. The President or his/her designee shall notify the applicant in writing of the board's decision (with copies to the appropriate Dean[s] and academic program head[s], and the chair of the Faculty Personnel Committee).

1. Favorable Decisions

The Faculty Personnel Committee may recommend promotion, and administrators and the Board of Trustees may approve the recommendation.

2. Unfavorable Decisions

The Faculty Personnel Committee may recommend that the applicant be denied promotion. If s/he concurs with the recommendation, and with concurrence of the Provost and the President, an appropriate Dean shall inform the applicant of the decision, including a statement of reasons for the decision, and inform the applicant of his/her right to appeal the decision, referring him/her to the policies and procedures concerning Grievances and Appeals (see section XI, below). If a decision of the board or a board committee is unfavorable, the letter of notification shall include a statement of reasons and inform the applicant of his/her right to appeal the decision, referring him/her to the procedures concerning Grievances and Appeals (see section XI, below). Faculty at the rank of Associate Professor denied promotion may be retained in rank indefinitely provided they continue to meet the requirements for tenure. Assistant Professors denied promotion will be given terminal covenants.

3. Decisions to Postpone

The Faculty Personnel Committee, administrators, the Board of Trustees, or the applicant may postpone further consideration of the application in order to secure/provide additional information. During the review of an application, only one judgment/request of postponement is permissible by any of the above parties, and the total postponement of the process may not be longer than twelve (12) months.

D. Faculty Personnel Committee Communication with the Applicant

After administrative and board reviews are completed, the Faculty Personnel Committee shall prepare (in writing) and give to the applicant (with copies to the appropriate academic program head[s] and dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. The Faculty Personnel Committee's letter to the applicant and the progress reports will become part of the faculty member's permanent file.

Section VI: Midterm Evaluation and Initial Tenure	§**4.12**

Section VI

Midterm Formative and Summative Evaluation for Initial Tenure

Tenure is a covenant between a faculty member and the University pledging their mutual commitment to a long-term relationship. It reflects recognition on the part of the University that faculty are its most valuable continuing resource. It is valued by faculty as an affirmation of their contribution to the University and to the larger academic community. Tenure recognizes the contribution a faculty member has already made during the probationary period and is based on the promise of ongoing contribution. Thus, tenure is a means to *freedom* of teaching, scholarship, and extramural activity. Tenure is also a means to *security* in that it carries an expectation on the part of both faculty and the University of continuous appointment until retirement. This means that tenured faculty acknowledge their investment in, and commitment to the University, and to the maintenance of high standards of teaching, spiritual modeling and nurturing, scholarship, and service. Thus, faculty will not leave the institution without prayerful consideration and consultation with academic colleagues. Tenure also means that the University is committed to the ongoing development of faculty. The University will dismiss a tenured faculty member only for adequate cause or for failure to meet improvement criteria imposed by a probation decision.

Tenure decisions shall be made on the basis of achievement and the promise of continuing development and contribution in teaching/advising, scholarship/creative endeavor, service, and faith/faithfulness (see section III, subsections B and C, above). The burden of an initial tenure decision is to show why the University should establish a long-term relationship with the faculty member. While the issue of demonstrated competence and accomplishment is particularly in view in promotion considerations, the additional issues of collegiality, contribution to academic programs, and, in short, the mutual fit between the faculty member and the Eastern community, are especially in view in initial tenure decisions. (See summary of the process in Appendix 4.8)

A. Midterm Formative Evaluation

Tenure-track faculty shall be reviewed by the Faculty Personnel Committee during their second or third year (depending on the length of their probationary period). By April 1 of the calendar year preceding the year of the midpoint evaluation, the appropriate dean shall notify potential applicants in writing (with a copy to the chair of the Faculty Personnel Committee and the appropriate academic program head[s]) of their upcoming midpoint review. The documents for the midpoint review will be submitted to the Faculty Personnel Committee on February 1st of the year of evaluation.

This midpoint review will provide interim feedback on potential areas of weakness that need to be addressed as tenure-track faculty prepare their application for initial tenure. The review will be based on the submission of the following documents:

(1) an up-to-date Curriculum Vitae (paper and electronic submission);

(2) the annual Professional Activity Reports (paper and electronic submission);

(3) the three-year Faculty Growth and Development Plan (paper and electronic submission);

(4) course syllabi;

(5) student evaluations of courses;

(6) the Faith and Learning paper/Project Proposal (see Section IV.A.4); and

(7) letter from the respective department chair(s) that addresses (a) areas of professional strength; (b) avenues for professional growth and (c) the faculty member's effectiveness in evaluating student performance, based on conversations with the faculty colleagues, the peer observations of classes, the review of syllabi, and course grade distribution in light of relative difficulty of the course based on departmental grade distribution.

The feedback provided by the FPC will be sent to both the faculty member and the respective department chair(s) and dean(s).

Tenured faculty are initially appointed directly to one or more schools and/or programs. The status established by that appointment and listed on the covenant in that school(s) or program(s) is the locus of appointment.

B. **Eligibility for Tenure**

To be eligible to be considered for initial tenure, faculty shall fulfill each of the following criteria. Faculty may apply for tenure to become effective the year following completion of a probationary period begun at initial appointment. Calculation of the probationary period is based upon the rank of initial appointment. Faculty may request that the application be postponed, to allow them to submit additional information or to complete other requirements for tenure. Only one postponement is permissible, and postponement may not be longer than twelve (12) months. Those being reviewed for tenure must have successfully completed the Faith and Learning Paper/Project prior to tenure review (see Section IV.A.4). Normally the first submission of the Faith and Learning Paper/Project is due on January 15, one calendar year prior to the application for tenure (assuming that the proposal for the Faith and Learning Paper/Project is approved). The appropriate dean will send notification to faculty the April before a first submission is due, with copies to the chair of the F&L Committee of the FPC and the appropriate academic Program directors.

1. Appointment Status

Outside of special arrangements (sabbatical, leave of absence, research, an appointed reduced-load position, etc.) specified in his/her faculty covenant, the faculty member shall be employed full-time by Eastern University in a tenure track position. When tenured faculty are appointed to administrative positions, tenure only applies to their status as teachers. Faculty terminate the

tenure relationship if they decide to carry less than their appointed load, outside of special arrangements (sabbatical, leave of absence, research, part-time administrative appointment, practical service that is valued by the University, etc.) specified in the faculty covenant. Faculty who are considering terminating a tenure relationship with the University at the end of a given academic year shall notify the appropriate academic program head(s) and Dean(s) no later than the beginning of the spring semester. A letter of resignation shall be submitted no later than two weeks following the receipt of a covenant for the following academic year.

2. Minimum Degree

The faculty member shall possess an earned doctorate, a terminal degree appropriate to the discipline(s) of instruction, or other evidence of high achievement (see section I, subsection A, item 2: Equivalencies for appointment and promotion).

3. Minimum Rank

The faculty member shall have been appointed at, or promoted to the rank of Associate Professor or Professor, though tenure and promotion applications can be processed simultaneously.

4. Probationary period

Prior to the beginning of the academic year at which point tenure would become effective, faculty shall have completed a probationary period served at Eastern University and determined by the rank to which they were appointed initially. Tenure review will be scheduled to take place in the final probationary year.

- Professor four years
- Associate professor five years
- Assistant professor six years

C. Procedures

The procedures for applying for initial tenure shall be the same as for promotion (see section V, subsection B), with the addition of the successful completion of a Faith and Learning Paper/Project (see section IV, subsection A, item 4) the academic year prior to the year of review for initial tenure.

D. Decisions and Notification

The decisions and notifications that conclude a review for initial tenure shall be the same as those for promotion (see section V, subsection C) with the understanding that faculty who are denied tenure will be granted one additional year of employment subsequent to the year in which the final decision was made.

Section VII: Reaffirmation of Tenure §4.13

Section VII

Summative Evaluation for Reaffirmation of Tenure

The burden of summative evaluation for reaffirmation of tenure is to show why tenure should not be reaffirmed, if such is the case. Summative reviews of tenured faculty members for reaffirmation of tenure may identify areas of deficiency or lack of continuing fit between a faculty member and the

University that are serious enough to undermine the tenure relationship between the faculty member and Eastern University. The burden of proof rests on the institution, and not the faculty member, in determining the candidate's fitness for the reaffirmation of tenure (i.e., the reaffirmation of tenure is not the reapplication for tenure). These summative evaluations also provide faculty with constructive feedback or formative assessment that will assist them in their professional development. The emphasis shall be on performance and development since the most recent summative evaluation for promotion, initial tenure, or reaffirmation of tenure. (See summary of the process in Appendix 4.9)

A. Requirement

Tenured faculty shall be evaluated periodically for reaffirmation of tenure. The first reaffirmation review shall be scheduled in the seventh year following the granting of initial tenure. Subsequent reaffirmations shall take place every seven years. Faculty who have been promoted to full professor between summative reviews will be evaluated in the seventh year following that promotion. Faculty may request that the application be postponed, to allow them to submit additional information. Only one postponement is permissible, and postponement may not be longer than twelve (12) months.

B. Procedures

Reaffirmation of tenure decisions shall be made on the basis of achievement and the promise of continuing development and contribution in teaching/advising, scholarship/creative endeavor, service, and faith/faithfulness. The procedures for reaffirmation of tenure shall be the same as those for promotion (see section V, subsection B, above).

C. Decisions and Notification

The bodies and individuals who participate in the process of considering an evaluation for reaffirmation of tenure may make any of the following decisions. The President or his/her designee shall notify the faculty member in writing of the board's decision (with copies to the appropriate Dean(s) and academic program head(s), and the chair of the Faculty Personnel Committee.

1. Reaffirmation

The Faculty Personnel Committee may recommend reaffirmation of tenure, and administrators and the Board of Trustees may approve the recommendation .

2. Probation

The Faculty Personnel Committee may recommend that a faculty member correct specified deficiencies in order for tenure to be reaffirmed. If the appropriate Dean concurs with the recommendation, s/he shall inform the applicant of the decision. The procedures are as follows (see Appendix 4.11).

a. Notification

If the review process for reaffirmation of tenure reveals deficiencies which result in a probation recommendation and decision, the appropriate Dean, in consultation with, and with the concurrence of the Faculty Personnel Committee, shall notify the faculty member in writing (with copies to the appropriate academic program head[s] and the chair of the Faculty Personnel Committee), specifying the deficiencies, placing the faculty member on tenure probation, requiring the faculty member to submit a two-year development plan aimed at correcting the deficiencies, and informing the applicant of his/her right to appeal the decision, referring him/her to the policies and procedures concerning Grievances and Appeals (see section X, below).

b. Submission of a two-year remedial covenant

The faculty member shall submit a two-year remedial covenant to the appropriate Dean (with copies to the appropriate academic program head[s] and the chair of the Faculty Personnel Committee). The faculty member may request consultation and/or assistance in carrying out the covenant from the Faculty Personnel Committee, the Faculty Development Committee, and academic administrators of the faculty member's choice. The covenant will be reviewed and approved by the Faculty Personnel Committee and the appropriate Dean, who shall add any additional requirements deemed essential for addressing the identified deficiencies.

c. Submission of progress reports

At the beginning of the second and third semesters of the two-year probationary period, the faculty member shall submit a progress report to the appropriate Dean (with copies to the appropriate academic program head[s] and the chair of the Faculty Personnel Committee). Such reports must be specific and address the matter of progress in overcoming the deficiencies outlined in the notification letter.

d. Review of the progress reports

The Faculty Personnel Committee shall review the reports, and the appropriate Dean shall send a written report of these reviews to the faculty member (with copies to the appropriate academic program head[s] and dean[s]), indicating the committee's perception of the progress being made toward correcting the specified deficiencies.

e. Recommendation of reaffirmation of tenure

Following the third semester of the two-year period, if the Faculty Personnel Committee, in consultation with the appropriate academic program head[s] and Dean(s), determines that the faculty member has made sufficient progress toward correcting the deficiencies as to warrant reaffirmation of tenure, it shall forward this recommendation for review by the Provost, and President, who will recommend the candidate to the Board of Trustees.

3. Decisions to Postpone

The Faculty Personnel Committee, the administrators, or the Board of Trustees may postpone further consideration of the application in order to secure/provide additional information. Only one judgment/request of postponement during the review of the application is permissible by any of the above parties, and the total postponement may not be longer than twelve (12) months.

4. Termination of Tenure and Employment

The Faculty Personnel Committee may recommend termination of tenure and employment. Termination of tenure is a serious action. In effect, it reflects a judgment that a faculty member is seriously impaired in fulfilling responsibilities or deficient in the essential qualities required of faculty. It may also render a faculty member unemployable in any other educational institution. Thus, it should be undertaken only in the most serious circumstances. If such circumstances arise, termination of tenure shall be carried out with deliberate care, only after a period of tenure probation (except in the case of "adequate cause"), and in accordance with the policies, procedures, and safeguards contained in this handbook. Termination after a probationary period shall be only for insufficient progress in correcting the deficiencies identified in the probationary notification. The University may terminate the tenure of a faculty member for "adequate cause" without a probationary period. Examples of "adequate cause" are as follows.

a. Adequate cause

1) Individual causes

a) Incompetence: as established by testimony of teachers and other scholars, either from Eastern University or from other institutions.

b) Failure to observe acceptable standards of professional responsibility: as determined by the Faculty Personnel Committee, by means of the procedures outlined above.

c) Conduct detrimental to the well-being of the University: including but not limited to sexual harassment, moral turpitude (such as fornication, adultery, homosexual conduct, dishonesty, theft, slander, or conviction on a felony or drug charge).

d) Defection from the theological position of the University: as summarized in the "Doctrinal Statement".

2) Institutional causes

a) Bona fide financial exigency as defined in section IX, subsection A (see below).

b) Discontinuance of an instructional program as defined in section IX, subsection B (see below).

b. Procedures

If the Faculty Personnel Committee, in consultation with, and with the concurrence of, the appropriate Dean(s) and the Provost, determines that the faculty member has not made sufficient progress in a probationary process toward correcting previously identified deficiencies, an appropriate Dean shall notify the faculty member in writing (with copies to the President, the Provost, the appropriate academic program head[s], and the chair of the Faculty Personnel Committee), specifying the deficiencies and notifying him/her of the intent not to reaffirm tenure. The Dean shall also forward for review by the administration and the Board of Trustees (with copies, as specified above) a written recommendation that tenure be terminated. The University shall give a faculty member ten months written notice of its intention to terminate a tenured appointment due to a probationary process, except for reason of "adequate cause," as described above. In cases of termination of a tenured position because of Retrenchment the procedures spelled out in Section IX will be followed. The faculty member shall have the right of due process in accordance with policies of Grievances and Appeals (see section X, below) and shall be informed of that right in writing by the appropriate Dean.

Section VIII: Non-Tenure Track Midterm Formative and Summative Evaluation §4.14

Section VIII

Summative Evaluation for Continuing Appointment of Non-tenure track Members of the Faculty

As with tenure, the continuing employment of Lecturers as Senior Lecturers establishes a covenant between faculty and the University pledging their mutual commitment to a long-term relationship. (See summary of the process in Appendix 4.10, and in Appendix 4.11.) Lecturers

who are not promoted to Senior Lecturer will be granted one additional year of employment subsequent to the year in which the final decision was made.

A. Midterm Formative Evaluation

Lecturers will receive a midpoint review by the Faculty Personnel Committee during their third year. By April 1 of the calendar year preceding the year of the midpoint evaluation, the appropriate dean shall notify potential applicants in writing (with a copy to the chair of the Faculty Personnel Committee and the appropriate academic program head[s]) of their upcoming midpoint review. The documents for the midpoint review will be submitted to the Faculty Personnel Committee on February 1st of the year of evaluation.

This midpoint review will provide interim feedback on potential areas of weakness that need to be addressed as lecturers prepare their application for senior lecturer. The review will be based on the submission of the following documents:

(1) An up-to-date Curriculum Vitae (paper and electronic submission);

(2) The annual Professional Activity Reports (paper and electronic submission);

(3) The three-year Faculty Growth and Development Plan (paper and electronic submission);

(4) Course syllabi;

(5) Student evaluations of courses;

(6) the Faith and Learning Paper/Project Proposal (see Section IV.A.4); and

(7) A letter from the respective department chair(s) that addresses (a) areas of professional strength; (b) avenues for professional growth and (c) the faculty member's effectiveness in evaluating student performance, based on conversations with the faculty colleagues, the peer observations of classes, the review of syllabi, and course grade distribution in light of relative difficulty of the course based on departmental grade distribution.

The feedback provided by the FPC will be sent to both the faculty member and the respective department chair(s) and dean(s).

B. Eligibility for Continuing Appointment

During their sixth year of teaching, Lecturers shall be reviewed summatively. Prior to this summative review, they must have successfully completed the writing of a Faith and Learning Paper/Project (see section IV, subsection A.4). Failure to submit a Paper/Project will constitute a de facto negative decision on this required summative evaluation and lead to termination of employment. On February 1st of his or her sixth year, a Lecturer will submit a portfolio that addresses the performance areas of teaching/advising and service in order to be eligible for appointment to Senior Lecturer status. Normally the first submission of the Faith and Learning Paper/Project is due on January 15th one calendar year prior to summative review (assuming that the proposal for the Faith and Learning paper/project is approved). The appropriate dean will

send notification to faculty the April before a first submission is due, with copies to the chair of the F&L Committee of the FPC and the appropriate academic Program directors.

By successfully completing a summative evaluation, a Lecturer will be awarded the title Senior Lecturer and will be eligible for sabbatical leaves and a twenty-one (21) credit hour teaching load. At 7 year intervals, Senior Lecturers shall be reviewed for continued appointment.

C. Procedures

The procedures for applying for the Senior Lecturer faculty status shall be the same as those for tenure (see section VI, subsection B, above). The procedures for applying for continued appointment as Senior Lecturer shall be the same as those for promotion (see section V, subsection B, above).

D. Decisions and Notification

The bodies and individuals that participate in the process of considering an application for appointment as Senior Lecturer (and subsequent reappointments) may make any of the following decisions. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s] and academic program head[s], and the chair of the Faculty Personnel Committee).

1. Appointment/Reappointment as Senior Lecturer

The Faculty Personnel Committee may recommend, and administrators and the Board of Trustees may approve, appointment/reappointment as Senior Lecturer.

2. Termination of employment

The Faculty Personnel Committee may recommend to the appropriate dean(s), the Provost, and the President that the applicant not be appointed/reappointed. If they concur with the recommendation, the appropriate Dean shall inform the applicant of the decision, including a statement of reasons for the decision, and inform the applicant of his/her right to appeal the decision, referring him/her to the policies and procedures concerning Grievances and Appeals (see section X, below).

3. Decisions to Postpone

The Faculty Personnel Committee, the administrators, or the Board of Trustees may postpone further consideration of the application in order to secure/provide additional information. Only one judgment/request of postponement during the review of the application is permissible by any of the above parties, and the total postponement may not be longer than twelve (12) months**.**

Section IX: Retrenchment

Section IX

Retrenchment

A. Retrenchment Due to Financial Exigency

The President has been charged by the Board of Trustees to see that Eastern University continues to fulfill the educational purposes for which the University was founded in keeping with its unique statement of mission. Part of this charge includes the mandate to maintain a balanced budget. Because of cutback in federal and state government aid, rising costs of goods, fringe benefits and services, fewer students of University age, or other factors that may create a state of financial exigency at the University, the question of retrenchment and its related consequences must be addressed realistically.

The administration of Eastern University pledges itself to plan prudently and to manage its financial resources carefully so that retrenchment will not become a necessity. Specifically, the administration will so set its priorities that all other avenues of cutbacks will be pursued before Eastern is required to reduce the size of its tenured and tenure track faculty.

The determination of a state of financial exigency, or financial difficulties affecting the viability of the University as an institution, shall be made by the President and the Board of Trustees. Any one of the following criteria shall be sufficient to determine financial exigency: (1) a decline in FTE enrollment totaling 10% or more over a period of three years; (2) an unbalanced budget of 3% or more at the end of one fiscal year coupled with the inability to project a balanced budget for the next academic year apart from cutbacks on salaries or the termination of employees. It is not mandatory for the President and the Board of Trustees to declare a state of financial exigency if either of these conditions exits.

B. Retrenchment Due to Educational Considerations

Termination of a tenured appointment or of a term appointment before the end of a specified term may occur as a result of discontinuance or reduction of a program or department. Such consideration of retrenchment of the academic program and staffing should take into account the long range goals and mission of the institution, and may be initiated if the student enrollments in the department's or program's combined course offerings decline substantially over a three-year period or are substantially below the University average of enrollments for teaching FTE.

Retrenchment may also occur because of educational considerations, including but not limited to the following: (1) an insufficient number of students in a department or a program to provide a suitable educational experience; (2) an inability to attract and maintain a qualified faculty effectively to administer and teach within the evolving demands of the program; (3) substantial decline in student enrollments in the department's or program's combined course offerings over a three-year period; (4) removal of accreditation from a department or program that is presently accredited.

A determination of the necessity for retrenchment may only be made through an objective process involving the faculty, the Faculty Senate, the administration, and the Board of Trustees.

Since a strong liberal arts based education is at the heart of Eastern University's educational programs, it is essential that the traditional undergraduate program should retain a sufficient number and variety of courses to support the core liberal arts curriculum. From a sense of obligation to students currently enrolled in a particular area of specialization, a declining program may be continued for up to two years, thus providing students an opportunity to complete its requirements.

Cyclical or temporary fluctuations in enrollments for specific programs or courses should not be a criterion for discontinuance. A trend of at least two years in prior registrations as well as future projections should be evaluated as a basis for recommending formal consideration that a program

or department be phased out. The determination formally to discontinue a program or a department or instruction because of educational considerations will be made and reviewed in the same manner as that in the case of financial exigency, if termination of tenured faculty will be a necessary consequence.

C. Termination of Faculty as a Result of Retrenchment

If termination of faculty covenants becomes necessary, the Leadership Team will be responsible for recommending discontinuance or reductions of specific programs or departments, and the Faculty Personnel Committee will be responsible for recommending specific personnel decisions. Eight weeks before these groups forward their recommendations to the President, the faculty directly involved in the reductions shall be informed and given the opportunity to speak before the appropriate group. Final action will be taken by the President, in consultation with the Provost, and approved by the Board of Trustees.

Before premature termination of a faculty covenant, the University will make reasonable efforts to place the faculty member in a position for which he or she is qualified. A position opened by the termination of a faculty covenant for financial exigency shall not be filled with a replacement within a period of four years, unless the released faculty member has been offered re-employment with at least his or her previous rank, and has been given at least one month within which to accept or decline.

Written notice that employment is to be terminated shall be as follows: (1) For faculty holding a first-year covenant, notice shall be given three months before the end of the contractual period. (2) For tenure track faculty from the second year until tenure, at least six months before the end of the covenant period. (3) For tenured faculty, at least nine months before the end of the covenant period. The University shall have the option of substituting equivalent severance salary for the nine months. The institution will have the right to discontinue severance salary whenever the faculty member assumes another position of comparable rank and salary.

D. Appeal Process

A faculty member wishing to appeal a termination or non-voluntary reduction in employment may make a written request to the President that an Appeal Committee be established. This request must be made within two weeks of the date of notice to reduce or terminate employment. The Appeal Committee will consist of three teaching faculty acceptable to both the faculty person and the President.

All relevant materials will be submitted to the Appeal Committee in writing. These must include (1) the reason for termination, with any supporting documents the Administration may wish to submit, and (2) the reason for appeal, with any supporting documents from the faculty member.

The Appeal Committee may recommend either (1) that the appeal is not sustained and no further action is recommended, or (2) that the decision-making process ought to be repeated because of a violation of that process. A copy of the recommendation will be sent to the President and to the faculty member.

The official record of the appeal procedure, to be kept in the President’s office, will consist of (1) all written materials from the administration, the faculty member, and any other parties seen to be appropriate by the Appeal Committee; (2) a copy of the Committee’s recommendation; (3) a log of the Committee’s actions, including times of meetings, documents received, and a record of parties with whom the Committee or its members conversed.

In this matter, as in all policy decisions, the Board of Trustees makes the final determination.

Section X

Grievances and Appeals

The University's Mission Statement and Commitment to Community state, in part, "We believe that the way in which we live and work together is important in fulfilling our mission …We seek to treat each member of the campus community with fairness, dignity and respect seeking a spirit of unity and harmony as we join together to achieve our common mission." Consequently, where discrepancies in our "Commitment to Community" may arise, those involved are expected to earnestly seek to resolve them in an informal way consistent with the scriptural mandate found in Matthew 18:15-17. The progression articulated in Matthew 18:15-17 is anticipated, in the context of the University, to normally follow the organizational chain of command.

Where a member or members of the campus community may be unsuccessful in resolving a matter in the context of the Matthew 18 principle, the following procedures are intended to provide a grievance process that will permit a fair, prompt, and equitable resolution of all grievances filed in a timely and appropriate manner. It is also to be recognized that the informal and the formal grievance procedures are not intended to be adversarial but rather are an opportunity to work together. It is assumed that all parties are working in good faith towards resolution and the betterment of the University by objectively and selflessly seeking to find paths to justice and equity by willingly engaging in open dialogue and fostering an atmosphere of trust.

A. Definitions

A grievance is (1) a claim that action has been taken which involves a community member's personnel status or the specific terms or conditions of employment and which is believed to be arbitrary, capricious, or without cause or not consistent with University procedures or regulations; or (2) a perceived circumstance of discrimination, harassment, or inequity.

Matters of the following nature should follow the guidelines indicated as these areas are not subject to the grievance procedure:

- Sexual Harassment (faculty)-- Faculty Handbook, Chapter 6
- Sexual Harassment (staff /administration)-- Staff/Administration Handbook, Section 50.02
- Termination due to retrenchment (faculty)--Faculty Handbook, Chapter 4, IX.C
- Performance (staff/administration)--Organizational Chain of Command

Informal Grievance – self initiated and directed dialogue guided by the Matthew 18 principle as suggested below (Section B1, Informal Procedure).

Formal Grievance – A written document submitted to the proper office and including relevant information as established by the criteria listed below.

B. Procedures

1. Informal procedure

Concerns which result in a dispute or disagreement between an individual and another member of the University community should be addressed according to the Matthew 18 principle. As the Matthew 18 principle is followed; the initiating party should properly document informal discussions and any initiatives taken. If a solution is reached; it should be put in writing, signed

and dated by both parties, and copied to the Faculty Senate Moderator (faculty) or Human Resources (staff and administration).

2. Formal grievance procedure

Formal Grievance Procedure - If, after utilizing the Matthew 18 principle and the University's organizational chain of command no solution is reached; an individual may file a written formal grievance reflecting the concerns raised in the informal process. The Formal Grievance Procedure must be initiated no later than ninety (90) days after the event complained of. However, since the basis of a grievance may be continuing, one may include in his/her grievance prior similar events or conditions going back no more than two years. The grievance must clearly state the following:

- The nature of the dispute, and where applicable, the University personnel involved including any factual or other data deemed pertinent;
- The background and the reasons why the individual disagrees with any of the solution(s) recommended through informal dialogue;
- All documents relating to efforts to resolve the matter within the context of the Matthew 18 principle and the University's organizational chain of command; and,
- The individual's proposed resolution or redress that is being sought.

An appropriately documented grievance is to be submitted as follows:

- Staff /Administration Human Resources
- Faculty/Faculty Senate Moderator

Once appropriately documented and submitted, a grievance will proceed according to the following guidelines:

3. Faculty

Upon receipt of a formal grievance, the Faculty Senate Moderator shall appoint three to five faculty (as defined in the Faculty Constitution, Article 2, Section 2) to compose a Grievance Committee. If the grievance involves an academic administrator at least one member shall be an administrator with academic rank. The Committee shall elect one of its members to be chairperson for the Committee. Any faculty member recruited for the Committee who perceives a conflict of interest shall disqualify him/herself from participation on the Committee.

Committee membership must be acceptable to both parties (the aggrieved and the party against whom the grievance is lodged). If either party wishes to challenge committee membership s/he must make this known to the Faculty Senate Moderator before deliberations begin. If the grievance indicates specifically a perceived circumstance of discrimination, harassment, or inequity, the Affirmative Action Officer will also be assigned to the Committee.

The Committee is to be established and the chair determined within fifteen (15) working days of the receipt of the grievance. Once established, the names of the Committee members and the name of the chair are to be provided in writing to the grievant and the accused by the Faculty Senate Moderator.

The party(ies) against whom the grievance is filed shall be provided with a copy of the grievance and any factual or other data submitted by the grievant at the time the grievance is filed. These parties shall respond in writing to the written complaint to the Faculty Senate Moderator within fifteen (15) working days. This response shall be provided to the chairperson of the Grievance Committee, along with all documentation submitted with the grievance, within thirty (30) working days of receipt of the grievance.

4. Staff/Administration

Upon receipt of a grievance, the Director of Human Resources shall appoint three to five individuals from among staff and administration to compose a Grievance Committee. If the grievance involves an administrator at least one member shall be an administrator. The Committee shall elect one of its members to be chairperson for the Committee. Any individual recruited for the Committee who perceives a conflict of interest shall disqualify him/herself from participation on the Committee. Committee membership must be acceptable to both parties (the aggrieved and the party against whom the grievance is lodged). If either party wishes to challenge committee membership s/he must make this known to the Director of Human Resources before deliberations begin. If the grievance indicates specifically a perceived circumstance of discrimination, harassment, or inequity, the Affirmative Action Officer will also be assigned to the Committee.

The Committee is to be established and the chair determined within fifteen (15) working days of the receipt of the grievance. Once established, the names of the Committee members and the name of the chair are to be provided in writing to the grievant and the accused by the Director of Human Resources.

The party(ies) against whom the grievance is filed shall be provided with a copy of the grievance and any factual or other data submitted by the grievant at the time the grievance is filed. These parties shall respond in writing to the written complaint to the Director of Human Resources within fifteen (15) working days. This response shall be provided to the chairperson of the Grievance Committee, along with all documentation submitted with the grievance, within thirty (30) working days of receipt of the grievance.

C. Hearing Procedures

A Grievance Committee shall have the right to decide whether the facts merit further investigation and whether to convene a formal hearing. If the Committee determines that a formal hearing is not warranted, it shall proceed to 'findings and recommendations' as outlined in Section D. If a hearing is felt by the Grievance Committee to be warranted, the following guidelines shall apply:

1. It is understood that the burden of proof and the burden of persuasion is on the grievant.
2. The hearing shall take place within forty-five (45) working days of the filing of the Formal Grievance. The Chair of the Grievance Committee shall set the date and time after conferring with all parties.
3. A record shall be kept of the hearing on audio tape.
4. Both parties may submit a list of witnesses at least fifteen (15) working days before the hearing. Both parties are entitled to the witness list of the other party.
5. Legal counsel will not be allowed to either observe or participate during the grievance process. Either party may have a current Eastern University colleague accompany them for support, not to speak for them. This individual will not be permitted to speak on behalf of the grievant or the aggrieved.
6. While live testimony is preferred, if witnesses are unable or unwilling to attend, their written testimonies may be accepted by the Committee.
7. Grievance Committees shall not be bound by strict rules of legal evidence, but shall confine their investigation, deliberations, and any resulting findings or recommendations to areas germane to the grievance and relevant to employment related matters.

8. At the close of the hearing, the Grievance Committee shall deliberate in private until a decision is reached either by consensus or majority vote. The Committee report may include a majority and a minority report if there is not a unanimous consensus in the Committee's findings and recommendations.

D. Findings, Recommendations and Conclusion

The Committee shall submit a written decision containing its findings and final recommendations within thirty (30) working days of meeting or at the close of the hearing(s) as follows:

Faculty Grievance Committee..... Provost

Staff /Administration Grievance Committee……...Chief Human Resources Officer

The decision of the appropriate administrator should be communicated to the committee in writing with rationale within fifteen (15) working days.

The written grievance, all associated documents, and any record of hearing proceedings are considered confidential property of the University and shall be retained by the Provost and the Chief Human Resources Officer. Information submitted at any formal hearing shall be considered confidential.

E. Appeal

If either party wishes to appeal the recommendation of the Grievance Committee or the decision of the administrator, s/he may appeal in writing to the President within fifteen (15) working days of written notification of the decision. If the grievance is against the President, the appeal must be made to a Committee of the Board of Trustees, appointed by said Board to hear such appeals. In this case, the appeal letter should be sent to the Faculty Senate Moderator, the Chief Human Resources Officer, and the Chair of the Board.

The President or, in the case of a grievance against the President, a Committee of the Board of Trustees, shall review all written evidence and return a written judgment within thirty (30) working days of the filing of the appeal or at the conclusion of the next Board meeting if the Board is involved.

F. Mediation

In the case of any controversy or claim arising out of, or relating to, a grievance and/or this procedure, the parties agree first to try in good faith to settle the dispute first by conciliation or mediation then, if necessary, by legally binding arbitration. Conciliation or mediation must be initiated within 30 working days of any controversy or claim arising out of, or relating to, a grievance and/or this procedure. Any conciliation or mediation would be done according to commonly accepted practices and conducted by a faith-based and trained professional. Judgment upon the award rendered by the arbitrator may be entered by any court having jurisdiction thereof.

Notes:

1. For the purpose of this policy, 'campus community' or 'community' is considered to be those individuals employed full-time or part-time as faculty, staff or administration.
2. Given the nature of any grievance and the importance for addressing matters in a timely fashion, all individuals affiliated with a grievance process (grievant, accused, committee members, administrators, etc.) are expected to take appropriate measures to meet deadlines and be available for meetings.

3. A Grievance Committee shall have the right to adjust the time frames of this process where extenuating circumstances warrant with the consent of the parties involved.

4.1 Eastern University Emeriti Policy

The Emeritus appointment for faculty and administrative professionals retiring from service at Eastern University is a formal recognition of meritorious service exceeding the expected norm of performance to the University, to the community, and to one's profession. The rank of Emeriti may be conferred only on retiring persons that have served full time on the faculty or in professional administrative positions for a minimum of fifteen years, or as the Board may determine.

Recommendations for Emeritus status may be made at any time, but the status shall be conferred only by Board action.

The awarding of the Faculty Emeritus rank may initiate with any faculty member but must have the endorsement of the division or program members. The nomination shall be substantiated in terms of length of service, excellence of teaching, and other significant contributions to Eastern University and to the community. The Faculty Personnel Committee shall review the request and, if it concurs, submit a positive recommendation to the appropriate Dean. The Dean shall submit the recommendation to the Provost; the Provost, in turn, shall submit it to the President, and the President shall carry it to the Board for final approval. If at any point, a member of the administration does not agree with the recommendation of the Personnel Committee, the conflict shall be discussed and hopefully resolved. If no resolution is possible, the Board shall receive all documents and decide the issue.

The awarding of Emeritus status to a professional administrator shall initiate with a member of Cabinet and shall be substantiated in terms similar to those indicated above. The request shall be submitted to the President and, if s/he concurs, recommended by the President to the Board for final approval.

In special cases, the Trustees may choose to confer the title upon a tenured member of the faculty who was deceased prior to retirement.

No compensation accrues by the granting of Emeritus status.

The following privileges will be extended to all tenured faculty retiring from full-time service at the University. S/he will be:

- Considered a non-voting Member of the Faculty.
- Given access to the Dining Commons.
- Given use of library, computer lab, and internet.
- Given use of recreational facilities consistent with the availability of such facilities to regular faculty, staff, and administration.
- Given bookstore discounts consistent with the availability of such discounts to regular faculty, staff, and administration.
- Given tuition Remission. (Applicable to the retiree only and any limitations as defined by the current Tuition Remission Policy.)
- Given free tickets to University produced arts performances, lectures, and athletic events.
- Given parking sticker.

- In addition to these, the following privileges will be extended to recipients of the title of Emeritus:
- Continued faculty listing in the Catalog with rank of Professor Emeritus.
- Listing with the faculty in all appropriate campus directories.
- An individual citation with appropriate inscription.
- A wall plaque installed in recognition of the rank of Professor Emeritus in a visible place on campus.

Approved by Faculty, November 19, 1997

Approved by the Board of Trustees, February 7, 1998

4. 2 Statement on Professional Ethics

The statement which follows, a revision of a statement originally adopted in 1966, was approved by the Association's Committee B on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready through the general secretary and Committee B, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

The Statement

I. 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.

II. 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. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

III. 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.

IV. 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. 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.

V. 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 subjects, to their students, to their profession, and to their institution. Whey 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.

Source: AAUP Policy Documents & Reports 1995

4.3 Tri-annual Faculty Evaluation

Faculty Member _____ Date: _____

Responsibilities of faculty members are described in Chapter 4 (Section I.B) of the Faculty Handbook. Items included in parentheses for each category are illustrative, and they should not be construed as a complete definition of the area.

Each of the specific evaluation areas listed below should be handled in two ways: (1) select one of the four categories listed below describing the faculty member's performance, and (2) include a thorough narrative explanation justifying the selection. The mere selection of an objective description does not constitute evaluation. Evidence must be cited in support of judgments. Use additional space as needed.

1 = *Exceeds Expectations*

Performance far exceeds expectations. Individual has demonstrated ability to exceed expectations on a sustained basis and/or is recognized as an outstanding performer by demonstrating superior results. This description should seldom be used. It should be reserved as a means of recognizing unequivocally superior performance.

2 = *Fully Meets Expectations*

Performance fully meets expectations. Performance is that of a competent, knowledgeable, and experienced faculty member. This designation will probably be used to describe a majority of the cases that are considered. Qualitative differences should emerge from the narrative explanation section of the evaluation.

3 = *Meets Many Expectations, but Improvement Needed in Others*

Some goals may not have been fully achieved. The faculty member should focus on improving his/her performance in a few major areas. This comment should only rarely be considered pejorative. It means simply that there appear to be aspects of the individual's performance that can be improved. For example, persons taking on new assignments should frequently be expected to need or benefit from improvement in their performance.

4 = *Below Expectations*

Not performing to the expectation of the job. Must be made aware of performance deficiencies and a performance improvement plan developed. This description should be reserved for rare cases when an individual is mismatched with his/her job or is simply incompetent.

_____ **Teaching/Advising** (e.g., integration of faith and learning, exhibiting mastery of the discipline, challenging students to think critically, attaining course learning objectives, engaging students as learners, respecting multiple learning styles, creating respectful and collegial learning environments, providing prompt feedback; is available to students, provides appropriate, accurate and timely information, knows and understands academic requirements and policies):

Comments:

_____ **Scholarship/Creative Endeavor** (e.g., maintains currency in field, publishes/disseminates scholarly/creative works, participates in juried artistic exhibitions/recitals, designs curriculum, presents papers at learned/professional societies, receives grants and awards for scholarship, provides leadership in a learned/professional society):

C*omments:*

_____ **Service to Eastern and/or Community** (e.g., advises or sponsors a student group, serves effectively on a faculty committee, task force, or the Faculty Senate; serves as a faith and learning mentor; secures grants or donations for the institution; participates in departmental development; serves in local church; participates in service clubs, political parties, or other community organizations; renders consulting services):

Comments:

Response to Vision Statements and Implementation Plans:

1. **Teaching/Advising:**

2. **Scholarship/Creative Endeavor:**

3. **Service:**

Name of Evaluator: _____ **Date**: _____

FACULTY MEMBER: Please check one of the following:

___ I accept this evaluation report.

I disagree with this report. My signature merely indicates that I have read the report and have had the opportunity to attach a personal statement to it.

___ I disagree with this report and will attach a personal statement within one week from the date of my signature.

Faculty Member_____**Date**_____

Copies of this signed report (including any additional statements) should be maintained by the faculty member, the department chair, and the appropriate dean.

4.4 Procedures for Hiring New Faculty

A. Procedures for Faculty Searches (Tenure/Non-Tenure Track)

Authorization of Search: Appropriate authorization is required prior to any activity relating to publication of and recruitment for a faculty vacancy. This authorization will come only following consultation with the faculty leadership and the Provost, who must be in agreement with the search. It will be guided by the current strategic plan and the criteria for faculty hiring established by the faculty and academic leadership. It is the responsibility of the Dean(s) to notify the appropriate department chair/program director and the Chief HR Officer that a search has been approved. This notification must be in writing and include appropriate documentation reflecting appropriated budget and cost center(s) supporting the position. The position can be either a tenure or non-tenure track position.

Search Committee: In consultation with the appropriate Dean(s), the department chair/program director will appoint a Search Committee. Normally at least three full-time members of the department/program involved should serve on the committee. In addition, two to three full-time faculty members of other departments, especially those closely related or impacted by the department/program must be included. Also, every attempt should be made so that the Search Committee reflects diversity (age, gender, racial). This may include, for example, inviting the Chief Human Resources Officer to serve ex officio. Attempts should be made to include at least one student, and alumnus/alumna, and members of the wider community (e.g., local businessperson, educator, professional in the same field). It is inappropriate for the person being replaced to serve on the committee. The Provost is in charge of the budget expenditures of Search Committees. Expenses should not be incurred without prior approval from the Provost (normally in writing). Expenses/reimbursements must be approved by the office of the Provost as they are incurred. All travel and visits to the campus for search interviews must have the written approval of the Provost.

Chair and Position Description: The first three responsibilities of the Search Committee are:

- Elect a chair
- Define the position being sought

Ordinarily the chair must be a current full-time faculty member at Eastern University. The position should be defined in terms of the specific requirements (academic credentials, knowledge, skills, abilities, experience), the needs of the department/program, and be consistent with the strategic plan goals of the hiring school and the University as a whole. The position description is to be in official University format (the template for which can be obtained from the Human Resources office).

Publication of Position: When the position description has been carefully and concretely written by the Search Committee, the description must be sent to the appropriate Dean(s) for approval, and then forwarded by the appropriate dean(s) to the Provost's office and the Chief HR Officer. With the position description the Search Committee should include a prioritized list of publications and/or organizations to be contacted for publishing the announcement. In developing a list of advertisement mediums an emphasis is to be placed on cultivating a racially/gender diverse candidate pool. Candidate applications should initially include a cover letter with Curriculum Vitae/Resume, unofficial copies of transcripts, and three professional references.

Ranking of Criteria: While waiting for applications to be submitted (and before examining any applications), the Search Committee should determine the relative merits of various criteria to be used in evaluating candidates (often referred to as the Analytic Hierarchy Process, or AHP). Sample criteria categories might include (but not be restricted to) the following: (a) disciplinary or technical specialty and/or expertise; (b) teaching effectiveness; (c) certification and/or licensure; (d) breadth of training/experience allowing for flexibility; (e) quality of credentials. The purpose of this determination is to help the Search Committee better understand the relative importance of various categories prior to reviewing individual application materials and then to guide the Committee as it looks at the applicants. The Committee should also devise an evaluation form to be used by committee members during the on-campus visit of the candidates. Sample forms from prior searches can be obtained from the Deans.

Initial Action on Applications: All advertisements/postings shall direct candidates to forward their application materials to Human Resources, which office will record their arrival, send back an acknowledgement letter and an AA/EEOC survey, and forward the application to the chair of the Search Committee.

Initial Action after First Review: A letter should be sent immediately after review to those candidates whose background and qualifications meet the basic criteria established by the Search Committee. This letter requests three more items of information, namely, an autobiographical statement describing the candidate's Christian journey and including how she/he came to faith in Christ, a one-two page response to the University's Doctrinal and Mission Statements, and finally a statement relating the candidate's faith/theology/values to the teaching of the discipline and to relationships between the candidate and students and colleagues. No individual will be brought to campus for interviews who cannot articulate his/her Christian faith adequately and support the University's Doctrinal and Missions Statements.

Ranking of Candidates: When the chair of the Search Committee believes that either no more applications are likely to be received or there are a sufficient number of completed applications from a qualified and diverse pool of candidates to make it likely that a satisfactory choice can be make, she/he should call a meeting of the Committee. Members should have reviewed and ranked all the completed applications prior to the meeting (using the agreed upon criteria and priorities). At that meeting, the members shall select and rank the top candidates. The committee may at this point decide that a phone interview is to be held with a short list of candidates in order to (1) narrow the list down further; and/or (2) to gather a wider range of information and impressions for a final ranking. In no case is the committee to hold face to face interviews with candidates without prior permission from the appropriate Dean and Provost. In any case, the committee shall select three candidates or less, submitting the list and qualifications to the appropriate Dean(s), who will review the materials. The committee is to indicate in a narrative the rationale for the ranking and reasons for requesting on campus interviews for those candidates that appear to be the best to fill the position. If no candidates meet or exceed the standards established by the committee, the search will either be re-advertised, put on hold until the following year or be terminated. The Dean(s) review along with the committee's recommendations and ranking will be submitted to the Provost for decision as to next steps. Only the Provost (or his/her delegate) can authorize on-campus visits for candidate interviews.

Campus Visit: If candidates are brought to campus for an interview from outside the southeastern Pennsylvania region, travel arrangements should be made in such a way as to take advantage of the most reasonable travel rates. Arrangements for such travel should be made through the Executive Assistant to the Provost since the budget for visits is held by that office. (Candidates who drive to campus for interviews should be reimbursed for mileage according to policy 90.11 of the Staff/Administration Handbook. Decisions to drive or travel by air/rail should

be made in such a way as is most cost effective for the University and reasonable for the candidate.) Arrangements for meals on campus should be made with Sodexho.

As much as is possible, the visits of candidates should be close to identical in terms of structure and with respect to questions asked each candidate. On campus activities must include the following: (a) a teaching period, (b) an interview with the Search Committee, and (c) interviews with the appropriate Dean(s) and the Provost. If it is possible, a meeting with a group of departmental students is advisable. In addition, the candidate should be introduced to the University community, campus, and facilities. Attendance at chapel, Windows of the World, and other events is encouraged. In some cases (such as Dean candidates or candidates for chairs of major academic programs) the President may also be involved in the on-campus interview process.

Committee Recommendations: The Search Committee should meet within one week of the last candidate's visit to make its recommendation, after completing any additional referencing deemed necessary. One possible action of the Committee is that none of the candidates is acceptable. This action should include a detailed explanation of why the Committee reached this decision and would normally come with a request for permission to re-open the search. The other possible action is that the Committee finds one or more of the candidates acceptable. In this case, the Committee should rank -- with rationale -- its choices. The Committee should also indicate the sense of the Committee by indicating whether the recommendation is unanimous or divided (and if divided, the division of the vote on the recommended Candidates). The Search Committee may suggest an appropriate faculty rank, but the appropriate dean(s) and the Provost must approve it in consultation with the chair or program director of the field in which the candidate will be teaching. The Committee's recommendation(s) should then be sent to the appropriate Dean(s), who will make a recommendation to the Provost.

Administrative Action: The Provost will consider the recommendation of the Search Committee and the Dean(s). If in agreement, the Provost will extend an offer to the recommended candidate or to one of the other ranked, acceptable candidates. Only the Dean(s) or Provost (are) to discuss salary with the candidate. When a written or verbal agreement is reached the Office of the Provost will coordinate a mailing to the new faculty member with the following departments and materials:

Faculty Covenant ---------- prepared by the office of Human Resources

Appointment Letter---------- prepared by the appropriate Dean

Benefit letter ---------- prepared by the office of Human Resources

Welcome/Cover ----------Letter prepared by the Provost

New faculty must provide official copies of all transcripts with the signed Covenant.

Appointment of Faculty Member: The Board of Trustees shall make appointments upon the recommendations of the Provost and President.

Closing the Search Process: When a candidate has been hired, the chair of the Search Committee should notify Human Resources that the position has been filled and provide HR with a list of unsuccessful candidates to be notified. All resumes and Search Committee materials are to be forwarded to human resources to file as a closed search.

Orientation of New Faculty: New faculty are expected to attend a New Faculty Orientation prior to the beginning of the Fall semester. The facilitator will contact each new faculty member concerning dates of the Orientation and other information helpful and necessary for successful integration into Eastern's academic community. The department chair shall work with the new faculty member on such things as book orders, moving into office space, and other such matters.

Human Resources will meet with new faculty members to facilitate applicable benefits enrollment processes.

First year Faculty: New full time faculty are ordinarily excused from all advising and are given a one course release. The release is in recognition that full time faculty are expected to engage the New Faculty Faith-Learning Seminar and are in the process of adjusting to the life and work of Eastern University. The release comes in the first semester or term of teaching.

B. Procedure For Hiring Associate Faculty (Adjunct/Affiliate)

1. Advertisement is placed with the appropriate sources (if advertising is approved).
2. Candidates are required to send current vita (not more than one year old) and cover letter to the respective department/school.
3. The respective department/school reviews the resume for required academic credentials and appropriate experience.
4. If requirements are met, a letter is sent to candidate, which may include the following:
   a) A copy of materials giving an overview of Eastern University.
   b) Appropriate materials of a particular school/program
   c) A request to submit the following:

      Personally written statement of the candidate's spiritual pilgrimage and involvement in the Christian Community;

      An expression of how they integrate their faith and academic/professional discipline;

      The candidate's response to the Mission and Doctrinal Statements;

      A signed copy of the Doctrinal Statement;

      Official transcript of highest earned degree.
5. Upon receipt of the above documents, the department/school reviews the materials, and if they have met the requirements, the candidate is invited for an interview by the respective department/school.
6. The appropriate department chair/program director conducts the interview and a recommendation is made to the appropriate Dean, along with proposed contract details (courses to be taught, pay amount, etc.)
7. The appropriate Dean reviews the candidate's file and recommendations, leading to his/her approval of the adjunct faculty member for hire.
8. The appropriate Dean submits a complete file** including the items requested in step four along with a proposed contract, to the Provost who signs the contract; i.e. approves or rejects the candidate for hire. The office of the Provost retains official documents (vita, transcript, three statements, and signed doctrinal statement) in the official faculty file and returns remainder of file to the Dean.

*These guidelines represent the minimum institutional requirements for hiring adjunct faculty. Some schools/programs may have additional or more detailed procedures.

**The appropriate department chair or program director assumes the responsibility for providing a complete file according to step four above for approval. Incomplete files may result in withholding payroll approval.

4.5 Classroom Observation Reports

Faculty Name _____ Date of Review _____

Department/Program _____ Evaluation Period _____

Evaluator _____

Classroom Observation Report

Class Observed _____ Date _____

The purpose of this classroom observation is (1) to provide formative evaluation data to the faculty member regarding his/her teaching performance and (2) to provide part of the data for the summative evaluation leading to promotion and tenure. The items listed are guides, and not all criteria may be appropriate in a specific course or in a particular class meeting.

CONTENT

— Defines outcomes for the class period within the context of the whole course.

— Structures class activities to supplement and move beyond the text.

— Demonstrates command of the subject matter.

— Demonstrates currency in the subject matter.

PEDAGOGY

— Effectively organizes learning situations to achieve the outcomes of the presentation.

— Communicates clearly and effectively at the level of the students.

— Explains important ideas simply and clearly.

— Encourages critical thinking and analysis.

— Uses class time effectively.

STYLE

— Keeps students actively engaged in the learning process.

— Uses a variety of pedagogical techniques to meet the needs of diverse learning styles.

— Challenges students to stretch intellectually beyond their comfort zone.

— Demonstrates enthusiasm for the subject matter.

— Facilitates relevant student participation.

— Describes and/or accepts valid alternative positions.

— Responds appropriately to student questions and comments.

INTE-GRATION

— Draws connections to other disciplines and/or courses.

— Relates class/course material to Christian faith.

—over—

1. Give a general description of the class, including method(s) of instruction.

2. Comment on the strengths of the instructor in this class.

3. Make specific suggestions as to how this particular class might have been improved.

4. Evaluate the choice of text(s), supplemental materials, assessment methods, and overall class management.

4.6 Faculty Development Grants

Eastern University

Faculty Development Grants

Definition

The appropriate Dean will entertain proposals for grants that will assist members of all Eastern University faculty to grow in the areas of scholarship, teaching, professional development, and spiritual modeling.

Eligibility

All Members of the Faculty are eligible for the grants on a first-come, first-served basis. Faculty requesting grants must have a current Faculty Development Plan on file in the appropriate Dean's office. Requests for grants must reflect goals identified in the individual's Faculty Development Plan.

Faculty members must complete the Application for Eastern University Faculty Development Grant form to be considered for funding.

Funding Priorities

I. The following categories will be funded at 100% up to the maximum of $1,000 per year:
   a. **Scholarly Activities**, including resources needed for scholarship (exclusive of computer hardware)
   b. **Tuition**: for doctoral education, continuing education, courses or workshops to develop specific necessary skills
   c. **Conference Participation**: to present a paper or serve as a national officer

II. Requests for funding to attend a conference will continue to be funded at 75%, but with a maximum of $1,000 per year.

Procedures

1. Requests for funding must be made on the Application for Eastern University Faculty Development Grant form.
2. The form must be completed in its entirety.
3. Requests for funding must clearly reflect goals identified in the individual's Faculty Development Plan, which **must be attached to the application for a grant**.
4. The appropriate Dean will consider applications on a rolling basis, with a minimum of one month's notice prior to the need. Applications should be submitted as early as possible in the academic year, as funds may run out.
5. Proper credit must be given to Eastern University on published works, computer packages, articles, etc., that are funded in part or in whole by a faculty development grant.
6. Faculty will describe the disposition of any funds on their next **Professional Activity Report**.
7. All applications for grants must be typed or word-processed. (Check the Intranet site for the appropriate form.)
8. Please feel free to attach any additional documentation that will assist the Dean in making an informed decision.

APPLICATION FOR EASTERN UNIVERSITY
FACULTY DEVELOPMENT GRANT

Name: _____

Department: _____

Campus Address and Telephone: _____

I. Descriptive Project Title or One Sentence Summary of Grant Request

II. Under which category are you applying? (Check one)

_____ A. Scholarly Activities

_____ B. Course Tuition

_____ C. Conference Participation: To present a paper or as a national officer

_____ D. Conference Attendance: Attendance only

III. Please write a brief cogent paragraph that explains how this request enables you to meet a goal(s) identified on your Faculty Development Plan. Please attach your current Faculty Development Plan to this document.

Name: _____

IV. Budget Estimated Amounts

A. Conference Fees _____

B. Travel

1. Transportation _____
2. Accommodations _____

C. Equipment/Supplies _____

D. Personnel _____

E. Course Tuition _____

F. Other (please specify) _____

G. Total _____

Signatures and Comments

Applicant: _____ Date: _____
Comments:

Department Chairperson: _____ Date: _____
Comments:

Dean: _____ Date: _____
Comments:

4.7 Summative Evaluation for Promotion of Tenure Track Faculty: Procedure

A. Notification of Intention to Apply for Promotion

1. By April 1 of the calendar year preceding the year of evaluation: The appropriate Dean of a given faculty member will send notification of eligibility to a potential applicant, with copies to the chair of the FPC and the appropriate academic program director(s). (*e.g.*, April 1, 2006 for evaluation in Fall of 2007).

2. By June 1 of the calendar year preceding the year of evaluation: The potential applicant will respond to the notification by writing a letter to the Dean (with copies to the chair of the FPC and his/her academic program director[s]) as to whether s/he intends to apply for promotion at that date. (Note that a delay of such application for promotion from Assistant to Associate Professor is allowed only one time for one year. Associate Professors are not required to apply for promotion.)

3. By June 1 of the year of evaluation, those who intend to apply shall submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

4. The Dean shall solicit letters of reference from:
   A. Three of the five colleagues provided by the applicant.
   B. The head(s) of the academic program(s) in which the applicant serves; if the applicant is the head of an academic program, the Dean will prepare a letter of evaluation.
   C. Faculty holding rank in the academic program(s) in which the applicant serves.
   D. Any additional references recommended by the appropriate Dean(s) or the FPC.

B. Application for Promotion

5. By October 1st of the year of evaluation: The faculty applicant shall submit to the appropriate Dean all materials supporting the request for promotion, specifically a single, loose-leaf binder, including:

- A letter of application: a cover letter addressed to the FPC, including the faculty member's summary and synthesis of the three-year Faculty Growth and Development Plans since hire or the last summative evaluation, with appropriate references to supporting materials.
- Curriculum Vitae: An up-to-date list of education, experience, and accomplishments.
- Faith/Faithfulness Statement: See section III, subsection B.
- Self-evaluations of performance and development: Copies of the three-year Faculty Growth and Development Plans and annual Professional Activity Reports since hire or the last summative evaluation.
- Course syllabi: Copies of the most recent syllabus for each course taught since hire or the last summative evaluation.
- Student evaluations of courses and instruction: Two for each semester since hire or the last summative evaluation.

- Student evaluations of advisors: One set for each year since hire or the last summative evaluation.
- Graduating student evaluations: As many as apply since hire or the last summative evaluation.
- Committee Evaluations: Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or the last summative evaluation.
- Administrative evaluations of performance and development: Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or the last summative evaluation. To be coordinated with the Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available)
- Other evidence: The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

6. The appropriate Dean and/or FPC shall add the letters of reference.

C. Faculty Personnel Committee Review

7. The FPC shall review all of the application materials and evaluate the qualifications of the faculty member for promotion on the basis of Performance Criteria (Faculty Handbook, chapter 4, section I, subsection A) and Performance Areas (Faculty Handbook, chapter 4, section III, subsections B and C).

- Normally this review will be done by the FPC alone.
- If the FPC deems it necessary or the appropriate Dean requests it, there shall be an evaluation done by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned.
- Any applicant or the FPC may request that the review be supplemented by a conference with the applicant.

8. After due deliberation and review, the FPC shall vote whether to recommend an applicant for promotion and forward both favorable or unfavorable recommendations with the committee's rationale to the appropriate Dean, with all application materials for review by the appropriate Dean(s), the Provost, and the President.

9. Administrative review of the FPC's recommendation will be completed by the appropriate Dean(s), the Provost, and the President.

- Favorable recommendations will be forwarded to the Academic Affairs Committee of the Board of Trustees.
- Unfavorable decisions that have the concurrence of the FPC and the Administrative review will be communicated to the candidate by the appropriate Dean with a statement of the reasons for the decision and informing the applicant

of the right to appeal the decision, following the procedures and policies found in the faculty handbook titled Grievances and Appeals.

- Conflicting recommendations will first be dealt with by seeking a unified decision between the FPC and the administrator who disagrees with the conclusion. If no
  unified agreement can be reached between the FPC and the administrator, the President shall decide whether to recommend the applicant to the Board of Trustees or return an unfavorable decision to the applicant.
- Decision to postpone further consideration of a candidate may occur at the request of the FPC, the administrators involved in the review, the Board of Trustees, or the candidate who has applied in order to secure or provide additional information important to the decision being taken. Only one such postponement is permitted by any of the parties listed and the total postponement of the decision may not be longer than 12 months.

10. Favorable recommendations shall be reviewed by the Academic Affairs Committee of the Board of Trustees who will make recommendation to the full board. (Note that the Executive Committee of the Board may act on behalf of the Academic Affairs Committee).

11. The Board of Trustees takes final action on the favorable recommendation.

D. Post Decision Communication

12. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s], academic program head[s], and the chair of the FPC).

13. The FPC shall prepare and send in writing to the applicant (with copies to the appropriate program head[s] and Dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. This letter will become a part of a faculty member's permanent file.

4.8 Summative Evaluation for Initial Tenure: Procedure

A. Notification of Intention to Apply for Tenure

1. By April 1 of the calendar year preceding the year of evaluation: The appropriate Dean of a given faculty member will send notification of eligibility to a potential applicant, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2006 for evaluation in Fall of 2007).

2. By June 1 of the calendar year preceding the year of evaluation: The potential applicant will respond to the notification by writing a letter to the Dean (with copies to the chair of the FPC and his/her academic program director[s]) as to whether s/he intends to apply for tenure at that date. (Note that only one postponement is permissible and such postponement may not be longer than 12 months.)

3. By April 1 of the calendar year of evaluation: The appropriate Dean of a given faculty member will send notification of the application procedure, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2007 for evaluation in Fall of 2007).

4. By June 1 of the year of evaluation: The potential applicant will submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

5. The Dean shall solicit letters of reference from:
   A. Three of the five colleagues provided by the applicant.
   B. The head(s) of the academic program(s) in which the applicant serves; if the applicant is the head of an academic program, the Dean will prepare a letter of evaluation.
   C. Faculty holding rank in the academic program(s) in which the applicant serves.
   D. Any additional references recommended by the appropriate Dean(s) or the FPC.
6. By January 15 one calendar year prior to the summative review: Candidates for tenure must submit an initial draft of their Faith and Learning Project/Project to the FPC.

B. Application for Tenure

7. By October 1 of the year of evaluation: The faculty applicant shall submit to the appropriate Dean all materials supporting the request for tenure, specifically a single, loose-leaf binder, including:

- Self-assessment summary and synthesis of the Growth and Development Plans covering the period of evaluation (included in application cover letter)
- Curriculum Vitae
- The Faith/Faithfulness Statement (see section III, subsection B)
- Growth and Development Plans – one for each three-year period since hire or last evaluation.

- Professional activity reports – one for each year since hire or last evaluation.
- Syllabi – for all courses taught since hire or last evaluation.
- Student evaluations of teaching – two for each semester since hire or last evaluation.
- Advisee evaluations of advising – one set for each year since hire or last evaluation.
- Graduating student evaluations – as many as apply since hire or last evaluation.
- Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or last evaluation.
- Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or last evaluation. To be coordinated with Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available)
- Other evidence: The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

8. The appropriate Dean and/or the FPC shall add the letters of reference.

C. Faculty Personnel Committee Review

9. The FPC shall review all of the application materials and evaluate the qualifications of the faculty member for tenure on the basis of Performance Criteria (Faculty Handbook, chapter 4, section I, subsection A) and Performance Areas (Faculty Handbook, chapter 4, section III, subsections B and C).

- ❑ Normally this review will be done by the FPC alone.
- ❑ If the FPC deems it necessary or the appropriate Dean requests it, there shall be an evaluation done by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned.
- ❑ Any applicant or the FPC may request that the review be supplemented by a conference with the applicant.

10. After due deliberation and review, the FPC shall vote whether to recommend an applicant for tenure and forward both favorable or unfavorable recommendations with the committee's rationale to the appropriate Dean, with all application materials for review by the appropriate Dean(s), the Provost, and the President.

11. Administrative review of the FPC's recommendation will be completed by the appropriate Dean(s), the Provost, and the President.

- ❑ Favorable recommendations will be forwarded to the Academic Affairs Committee of the Board of Trustees.
- ❑ Unfavorable decisions that have the concurrence of the FPC and the Administrative review will be communicated to the candidate by the appropriate

Dean with a statement of the reasons for the decision and informing the applicant of the right to appeal the decision, following the procedures and policies found in the faculty handbook titled Grievances and Appeals.

- Conflicting recommendations will first be dealt with by seeking a unified decision between the FPC and the administrator who disagrees with the conclusion. If no unified agreement can be reached between the FPC and the administrator, the President shall decide whether to recommend the applicant to the Board of Trustees or return an unfavorable decision to the applicant.
- Decision to postpone further consideration of a candidate may occur at the request of the FPC, the administrators involved in the review, the Board of Trustees, or the candidate who has applied in order to secure or provide additional information important to the decision being made. Only one such postponement is permitted by any of the parties listed and the total postponement of the decision may not be longer than 12 months.
- Faculty who are denied tenure will be granted one additional year of employment subsequent to the year in which the final decision was made.

12. Favorable recommendations shall be reviewed by the Academic and Student Affairs Committee of the Board of Trustees who will make recommendation to the full board. (Note that the Executive Committee of the Board may act on behalf of the Academic Affairs Committee).

13. The Board of Trustees takes final action on the favorable recommendation.

D. Post Decision Communication

14. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s], academic program head[s], and the chair of the FPC).

15. The FPC shall prepare and send in writing to the applicant (with copies to the appropriate program head[s] and Dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. This letter will become a part of a faculty member's permanent file.

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4. 9 Summative Evaluation for Reaffirmation of Tenure: Procedure

A. Notification of Intention to Apply for Reaffirmation of Tenure

1. By April 1 of the calendar year preceding the year of evaluation: The appropriate Dean of a given faculty member will send notification of eligibility to a potential applicant, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2006 for evaluation in Fall of 2007).

2. By June 1 of the calendar year preceding the year of evaluation: The potential applicant will respond to the notification by writing a letter to the Dean (with copies to the chair of the FPC and his/her academic program director[s]) as to whether s/he intends to apply for reaffirmation of tenure at that date. (Note that a delay of such application is allowed only one time for one year.)

3. By April 1 of the calendar year of evaluation: The appropriate Dean of a given faculty member will send notification of the application procedure, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2007 for evaluation in Fall of 2007).

4. By June 1 of the year of evaluation: The potential applicant will submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

5. The Dean shall solicit letters of reference from:
   A. Three of the five colleagues provided by the applicant.
   B. The head(s) of the academic program(s) in which the applicant serves; if the applicant is the head of an academic program, the Dean will prepare a letter of evaluation.
   C. Faculty holding rank in the academic program(s) in which the applicant serves.
   D. Any additional references recommended by the appropriate Dean(s) or the FPC.

B. Application for Reaffirmation of Tenure

6. By October 1 of the year of evaluation: The faculty applicant shall submit to the appropriate Dean all materials supporting the request for reaffirmation of tenure, specifically a single, loose-leaf binder, including:

- Self-assessment summary and synthesis of the Growth and Development Plans covering the period of evaluation (included in application cover letter)
- Curriculum Vitae
- The Faith/Faithfulness Statement (see section III, subsection B)
- Growth and Development Plans – one for each three-year period since hire or last evaluation.
- Professional activity reports – one for each year since hire or last evaluation.
- Syllabi – for all courses taught since hire or last evaluation.

- Student evaluations of teaching – two for each semester since hire or last evaluation.
- Advisee evaluations of advising – one set for each year since hire or last evaluation.
- Graduating student evaluations – as many as apply since hire or last evaluation.
- Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or last evaluation.
- Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or last evaluation. To be coordinated with Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available).
- Other evidence: The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

7. The appropriate Dean and/or FPC shall add the letters of reference.

C. Faculty Personnel Committee Review

8. The FPC shall review all of the application materials and evaluate the qualifications of the faculty member for reaffirmation of tenure on the basis of Performance Criteria (Faculty Handbook, chapter 4, section I, subsection A) and Performance Areas (Faculty Handbook, chapter 4, section III, subsections B and C).

- ❑ Normally this review will be done by the FPC alone.
- ❑ If the FPC deems it necessary or the appropriate Dean requests it, there shall be an evaluation done by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned.
- ❑ Any applicant or the FPC may request that the review be supplemented by a conference with the applicant.

9. After due deliberation and review, the FPC shall vote whether to recommend an applicant for reaffirmation of tenure and forward both favorable or unfavorable recommendations with the committee's rationale to the appropriate Dean, with all application materials for review by the appropriate Dean(s), the Provost, and the President.

10. Administrative review of the FPC's recommendation will be completed by the appropriate Dean(s), the Provost, and the President.

- ❑ Favorable recommendations will be forwarded to the Academic Affairs Committee of the Board of Trustees.
- ❑ Unfavorable decisions to terminate tenure and employment that have the concurrence of the FPC and the Administrative review will be communicated to the candidate by the appropriate Dean with a statement of the reasons for the decision and informing the applicant of the right to appeal the decision, following

the procedures and policies found in the faculty handbook titled Grievances and Appeals.

- A recommendation of probation will require that the candidate enter a process to correct specified deficiencies in order for tenure to be reaffirmed. (See Tenure Probation Procedures, 4.12.)
- Conflicting recommendations will first be dealt with by seeking a unified decision between the FPC and the administrator who disagrees with the conclusion. If no unified agreement can be reached between the FPC and the administrator, the President shall decide whether to recommend the applicant to the Board of Trustees or return an unfavorable decision to the applicant.
- Decision to postpone further consideration of a candidate may occur at the request of the FPC, the administrators involved in the review, the Board of Trustees, or the candidate who has applied in order to secure or provide additional information important to the decision being taken. Only one such postponement is permitted by any of the parties listed and the total postponement of the decision may not be longer than 12 months.

11. Favorable recommendations shall be reviewed by the Academic Affairs Committee of the Board of Trustees who will make recommendation to the full board. (Note that the Executive Committee of the Board may act on behalf of the Academic Affairs Committee).

12. The Board of Trustees takes final action on the favorable recommendation.

D. Post Decision Communication

13. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s], academic program head[s], and the chair of the FPC).

14. The FPC shall prepare and send in writing to the applicant (with copies to the appropriate program head[s] and Dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. This letter will become a part of a faculty member's permanent file.

4.10 Summative Evaluation for Initial Appointment of Senior Lecturers: Procedure

A. Notification of Intention to Apply for Appointment as Senior Lecturer

1. By April 1 of ***two*** calendar year**[*s*]** preceding the year of evaluation: The appropriate Dean of a given faculty member will send notification of eligibility to a potential applicant, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2006 for evaluation in **February** of **2008**).

2. By June 1 of the calendar year preceding the year of evaluation: The potential applicant will respond to the notification by writing a letter to the Dean (with copies to the chair of the FPC and his/her academic program director[s]) as to whether s/he intends to apply for continuing employment as Senior Lecturer at that date. All who intend to continue employment in their non-tenure track position must apply.

3. By April 1 of the calendar year preceding evaluation: The appropriate Dean of a given faculty member will send notification of the application procedure, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2007 for evaluation in February of 2008).

4. By June 1 of the year of evaluation, those who intend to apply shall submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

5. The Dean shall solicit letters of reference from:
   A. Three of the five colleagues provided by the applicant.
   B. The head(s) of the academic program(s) in which the applicant serves; if the applicant is the head of an academic program, the Dean will prepare a letter of evaluation.
   C. Faculty holding rank in the academic program(s) in which the applicant serves.
   D. Any additional references recommended by the appropriate Dean(s) or the FPC.

6. By January 15 one calendar year prior to the year of evaluation: Candidates who have notified the Dean that they intend to apply for continuing employment as Senior Lecturer must submit an initial draft of their Faith and Learning Paper/Project to the FPC.

B. Application for Appointment as Senior Lecturer

7. By February 1 of the year of evaluation: The faculty applicant shall submit to the appropriate Dean all materials supporting the request for Senior Lecturer status, specifically a single, loose-leaf binder, including:

- Self-assessment summary and synthesis of the Growth and Development Plans covering the period of evaluation (included in application cover letter; **paper and electronic submission).**
- Curriculum Vitae **(paper and electronic submission).**

- The Faith/Faithfulness Statement (see section III, subsection B; **paper and electronic submission).**
- Growth and Development Plans – one for each three-year period since hire or last evaluation. **(paper and electronic submission)**
- Professional activity reports – one for each year since hire or last evaluation.**(paper and electronic submission).**
- Syllabi – for all courses taught since hire or last evaluation.
- Student evaluations of teaching – two for each semester since hire or last evaluation.
- Advisee evaluations of advising – one set for each year since hire or last evaluation.
- Graduating student evaluations – as many as apply since hire or last evaluation.
- Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or last evaluation.
- Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or last evaluation. To be coordinated with Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available).
- Other evidence: The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

8. The appropriate Dean and/or FPC shall add the letters of reference.

C. Faculty Personnel Committee Review

9. The FPC shall review all of the application materials and evaluate the qualifications of the faculty member for continuing employment on the basis of Performance Criteria (Faculty Handbook, chapter 4, section I, subsection A) and Performance Areas (Faculty Handbook, chapter 4, section III, subsections B and C).

- Normally this review will be done by the FPC alone.
- If the FPC deems it necessary or the appropriate Dean requests it, there shall be an evaluation done by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned.
- Any applicant or the FPC may request that the review be supplemented by a conference with the applicant.

10. After due deliberation and review, the FPC shall vote whether to recommend an applicant for continuing employment as Senior Lecturer and forward both favorable or unfavorable recommendations with the committee's rationale to the appropriate Dean, with all application materials for review by the appropriate Dean(s), the Provost, and the President.

11. Administrative review of the FPC's recommendation will be completed by the appropriate Dean(s), the Provost, and the President.

- Favorable recommendations will be forwarded to the Academic Affairs Committee of the Board of Trustees. This will recommend initial appointment to Senior Lecturer.
- ***D***ecisions to terminate employment that have the concurrence of the FPC and the Administrative review will be communicated to the candidate by the appropriate Dean with a statement of the reasons for the decision and informing the applicant of the right to appeal the decision, following the procedures and policies found in the faculty handbook titled Grievances and Appeals.
- Conflicting recommendations will first be dealt with by seeking a unified decision between the FPC and the administrator who disagrees with the conclusion. If no unified agreement can be reached between the FPC and the administrator, the President shall decide whether to recommend the applicant to the Board of Trustees or return an unfavorable decision to the applicant.
- Decisions to postpone further consideration of a candidate may occur at the request of the FPC, the administrators involved in the review, the Board of Trustees or the candidate who has applied in order to secure or provide additional information important to the decision being taken. Only one such postponement is permitted by any of the parties listed and the total postponement of the decision may not be longer than 12 months.

12. Favorable recommendations shall be reviewed by the Academic Affairs Committee of the Board of Trustees who will make recommendation to the full board. (Note that the Executive Committee of the Board may act on behalf of the Academic Affairs Committee).

13. The Board of Trustees takes final action on the favorable recommendation.

D. Post Decision Communication

14. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s], academic program head[s], and the chair of the FPC).

15. The FPC shall prepare and send in writing to the applicant (with copies to the appropriate program head[s] and Dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. This letter will become a part of a faculty member's permanent file.

4.11 Summative Evaluation for Continuing Appointment of Senior Lecturers: Procedure

A. Notification of Intention to Apply for Continuing Appointment as Senior Lecturer

1. By April 1 of the calendar year preceding the year of evaluation: The appropriate Dean of a given faculty member will send notification of eligibility to a potential applicant, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2006 for evaluation in Fall of 2007).

2. By June 1 of the calendar year preceding the year of evaluation: The potential applicant will respond to the notification by writing a letter to the Dean (with copies to the chair of the FPC and his/her academic program director[s]) as to whether s/he intends to apply for continuing appointment as Senior Lecturer at that date. All who intend to continue employment in their non-tenure track position must apply.

3. By April 1 of the calendar year preceding evaluation: The appropriate Dean of a given faculty member will send notification of the application procedure, with copies to the chair of the FPC and the appropriate academic program director(s). (e.*g*., April 1, 2007 for evaluation in Fall of 2007).

4. By June 1 of the year of evaluation, those who intend to apply shall submit the names and addresses of five potential references from colleagues, at least one of whom shall be internal and one external to Eastern University.

5. The Dean shall solicit letters of reference from:
   E. Three of the five colleagues provided by the applicant.
   F. The head(s) of the academic program(s) in which the applicant serves; if the applicant is the head of an academic program, the Dean will prepare a letter of evaluation.
   G. Faculty holding rank in the academic program(s) in which the applicant serves.
   H. Any additional references recommended by the appropriate Dean(s) or the FPC.

B. Application for Continuing Appointment

6. By February 1 of the year of evaluation: The faculty applicant shall submit to the appropriate Dean all materials supporting the request for continuing appointment as Senior Lecturer, specifically a single, loose-leaf binder, including:

- Self-assessment summary and synthesis of the Growth and Development Plans covering the period of evaluation (included in application cover letter; **paper and electronic submission)**
- Curriculum Vitae **(paper and electronic submission)**
- The Faith/Faithfulness Statement (see section III, subsection B; **paper and electronic submission)**

- Growth and Development Plans – one for each three-year period since hire or last evaluation **(paper and electronic submission)**
- Professional activity reports – one for each year since hire or last evaluation **(paper and electronic submission)**
- Syllabi – for all courses taught since hire or last evaluation.
- Student evaluations of teaching – two for each semester since hire or last evaluation.
- Advisee evaluations of advising – one set for each year since hire or last evaluation.
- Graduating student evaluations – as many as apply since hire or last evaluation.
- Committee members' evaluations of chairs/chairs evaluations of committee members – as many as apply since hire or last evaluation.
- Department chair (or, in the case of chairs, chosen mentor) evaluations–one for each three-year period since hire or last evaluation. To be coordinated with Growth and Development Plans.
- The last summative review from the Faculty Personnel Committee (if available).
- Other evidence: The applicant may submit any other evidence of development and achievement since the most recent summative or formative evaluation or initial appointment. Such evidence may include copies of publications; programs for performances or exhibitions; letters documenting professional, church, and community service; spontaneous letters indicating student appreciation; etc. If an applicant has elected to participate in the peer teaching evaluation process, he/she is encouraged to include those results.

7. The appropriate Dean and/or FPC shall add the letters of reference.

C. Faculty Personnel Committee Review

8. The FPC shall review all of the application materials and evaluate the qualifications of the faculty member for continuing employment on the basis of Performance Criteria (Faculty Handbook, chapter 4, section I, subsection A) and Performance Areas (Faculty Handbook, chapter 4, section III, subsections B and C).

- ❑ Normally this review will be done by the FPC alone.
- ❑ If the FPC deems it necessary or the appropriate Dean requests it, there shall be an evaluation done by a team of academics from outside of the University chosen from a list of individuals mutually acceptable to all concerned.
- ❑ Any applicant or the FPC may request that the review be supplemented by a conference with the applicant.

9. After due deliberation and review, the FPC shall vote whether to recommend an applicant for continuing employment as Senior Lecturer and forward both favorable or unfavorable recommendations with the committee's rationale to the appropriate Dean, with all application materials for review by the appropriate Dean(s), the Provost, and the President.

10. Administrative review of the FPC's recommendation will be completed by the appropriate Dean(s), the Provost, and the President.

- Favorable recommendations will be forwarded to the Academic Affairs Committee of the Board of Trustees. This will recommend initial appointment to Senior Lecturer.
- ***D***ecisions to terminate employment that have the concurrence of the FPC and the Administrative review will be communicated to the candidate by the appropriate Dean with a statement of the reasons for the decision and informing the applicant of the right to appeal the decision, following the procedures and policies found in the faculty handbook titled Grievances and Appeals.
- Conflicting recommendations will first be dealt with by seeking a unified decision between the FPC and the administrator who disagrees with the conclusion. If no unified agreement can be reached between the FPC and the administrator, the President shall decide whether to recommend the applicant to the Board of Trustees or return an unfavorable decision to the applicant.
- Decisions to postpone further consideration of a candidate may occur at the request of the FPC, the administrators involved in the review, the Board of Trustees or the candidate who has applied in order to secure or provide additional information important to the decision being taken. Only one such postponement is permitted by any of the parties listed and the total postponement of the decision may not be longer than 12 months.

11. Favorable recommendations shall be reviewed by the Academic Affairs Committee of the Board of Trustees who will make recommendation to the full board. (Note that the Executive Committee of the Board may act on behalf of the Academic Affairs Committee).

12. The Board of Trustees takes final action on the favorable recommendation.

D. Post Decision Communication

13. The President or his/her designee shall notify the applicant in writing of the Board's decision (with copies to the appropriate Dean[s], academic program head[s], and the chair of the FPC).

14. The FPC shall prepare and send in writing to the applicant (with copies to the appropriate program head[s] and Dean[s]) a frank and fair summation of the perceived competencies and deficiencies of the applicant. This letter will become a part of a faculty member's permanent file.

4. 12 Tenure Reaffirmation Probation: Procedure

A. Notification of Probation

1. When review for reaffirmation of tenure reveals areas of deficiency or lack of continuing fit between a faculty member and the University that are serious enough to undermine the tenure relationship between the faculty member and Eastern University, the appropriate Dean in consultation with and with the concurrence of the FPC shall notify the faculty member in writing (with copies to the appropriate academic Dean[s] and the chair of the FPC), specifying the deficiencies, placing the faculty member on tenure probation, and requiring the faculty member to submit a two-year remedial covenant aimed at correcting the deficiencies. The Dean shall also inform the applicant of his/her right to appeal the decision, referring him/her to the policies and procedures concerning Grievances and Appeals.

B. Submission of a Remedial Covenant and Progress Reports

2. The faculty member shall submit a two-year remedial covenant to the appropriate Dean (with copies to the appropriate academic program head[s] and the chair of the FPC). The faculty member may request consultation and/or assistance in carrying out the plan from the FPC, the FDC, and academic administrators of the faculty member's choice.

3. At the beginning of the second and third semesters of the two-year probationary period, the faculty member shall submit a progress report to the appropriate Dean (with copies to the appropriate academic program head[s] and the chair of the FPC).

C. Review of Progress

4. The FPC shall review the reports, and the appropriate Dean shall send a written report of those reviews to the faculty member (with copies to the appropriate academic program head[s] and the chair of the FPC) indicating the committee's perception of the progress being made toward correcting the specified deficiencies.

D. Decision Concerning Reaffirmation of Tenure

5. Following the third semester of the two-year period, the FPC, in consultation with the appropriate academic program head[s] and Dean[s], shall review the candidate to determine if sufficient progress toward correcting the deficiencies has been made to warrant reaffirmation of tenure.

- A favorable recommendation will return the process to the normal sequence of events in the procedure for reaffirmation of tenure for review by the administration and Board.
- An unfavorable recommendation, that is, a recommendation to terminate tenure and employment, will be forwarded to the administration and Provost for their review and action.

6. In the case an FPC's unfavorable recommendation receives the concurrence of the appropriate Dean and Provost,

- that Dean will notify the faculty member in writing (with copies to the President, the Provost, the appropriate academic program head[s] and the chair of the FPC),

specifying the deficiencies, informing the applicant of his/her right to appeal the decision, referring him/her to the policies and procedures concerning “Grievances and Appeals.”

- The Dean shall also forward for review by the administration and the Board of Trustees (with copies to the President, the Provost, the appropriate academic program head[s] and the chair of the FPC) a written recommendation that tenure be terminated in accordance with the policy of the termination of tenure.
- The University shall give the faculty member ten months written notice of its intention to terminate a tenured appointment, except for reasons of “adequate cause” (as noted in the Faculty Handbook). The faculty member shall have the right of due process in accordance with the policies of Grievances and Appeals.

4.13: Assessing Creative Artistic Production

In making decisions to recommend or not recommend promotion or appointment to a given rank, the issue of evidence for accomplishment is basic. Candidates must demonstrate their readiness for promotion by meeting peer established and evaluated standards of performance. However, art, by its very nature, is difficult to measure. Its idioms, meanings, and expressions will always remain subject to interpretations which may differ vastly from case to case, from one viewer to the next. Thus, the evaluation of any artist's work should be conducted with a great sense of responsibility and insight into the artist's development, intentions, chosen genres and /or frameworks.

(a) **Questions** to ask:

Craft:
Is the artist in command of his/her craft, as this is generally understood? Does the artist demonstrate evidence of independent thought, originality, contributions to knowledge and creativity in approach?

Productivity:
Is the work, whether created or interpreted, unique, original and/or innovative? Is there consistent output over time?

Continued growth:
Does the artistic work continue developing over time? Can a particular work be understood as part of the artistic development of the artist? Does the creative work represent an integrated scholarship—history, theology, creativity, and performance?

Visibility:
Is the work presented in public venues? How regularly and in what framework? Is on-campus work substantive? Does on-campus work contribute to the community at large? Does it provide transformational experiences for students as they develop their own framework for the creative process and artistic output? Does the art making context of the university provide for the Christian formation of students?

Critical Analysis:
Has the work been reviewed? Where and how frequently has it had an impact on audiences (both on campus and beyond), other art works, or ideas about art?

Professional Merit:
Does the faculty member's artistic work make a substantial contribution to the field? Is it significant? Is it of high quality? Is the work recognized and respected by peers and competent colleagues, both external and internal to the university? Does it bring credit to the university?

Professional Profile:

Is the artist active and/or a leader in professional activities?
Is the work broadly disseminated, produced, presented or exhibited in recognized professional publications or other venues?

(b) **Documentation** (types of evidence for demonstrating artistic activity):

- ✓ Video and/or audio tapes, photographs, slides, texts, scores of artistic presentations or copies of artistic products*
- ✓ Documentation of performances, including programs, posters, press announcements
- ✓ Listing of works created
- ✓ The artist's notes, sketches, or scores, as supplemental documentation
- ✓ Reviews, or evaluations of one's work by external/internal evaluators, preferably representing a variety of artistic views and directions (given the multi-faceted nature of art making, a minimum of 5 and up to 10 reference letters should be solicited by the Dean of Arts and Sciences, in order to provide a comprehensive assessment of the candidate.)
- ✓ Awards and honors from within the field
- ✓ Grants secured and grant applications written
- ✓ Patents or copyrights for creations, inventions or discoveries
- ✓ Placing of creative works in juried collections
- ✓ Evidence of adoption of one's work (royalties paid; installations, exhibitions, productions or reconstructions in other venues)

*The performing arts are, by their nature, captured only in live experiences. Therefore, a video representation is secondary to the actual performance. Fair evaluative practice requires attendance at a live performance; when this is impossible, expert testimonials should be obtained.

4:14 FAITH AND LEARNING PAPER RUBRIC FLP Author's Name:

Approved by faculty April 2010 followed by Board approval.

	Strengths demonstrated	Concerns to be addressed
Articulation of Faith-Learning Question/Issue(s) from the Academic Discipline	The subject chosen is focused and allows for a thorough, thoughtful exploration of the issues. A definition of the faith-learning question/issue(s) is prominent and clearly articulated.	The paper's subject is too broad or multiple subjects are addressed so that the depth of thinking represented is not adequate. The definition of the faith-learning question/issue(s) is: - implied rather than clearly stated; - too vague; - insufficient; more specificity is need.
Articulation of Faith-Learning Approach	The author's approach to assumptions of historic Christian faith and substantive truth claims of Christian revelation and the disciplinary subject/methodologies is clear, coherent, and sophisticated.	The author's approach to assumptions of Christian faith and substantive truth claims of Christian revelation and his/her disciplinary subject/methodologies: - is missing; - lacks coherence; - is presented in a confusing fashion; - needs further development.
Integration Task	The paper substantively explores the integrative question/issue and how it relates to Christian faith and practice. The paper demonstrates a deep understanding of the discipline and of the Christian faith and how these two arenas can be thoughtfully related. The integrative task is fully explored. The paper elegantly proposes a way to practice the discipline that includes faith elements to inform/transform that practice.	The paper does not adequately explore the integrative question/issue and how it relates to Christian faith and practice. The paper attempts this exploration, but: - does not adequately deal with claims and/or practices of the discipline that also engage Christian faith (claims of the discipline are assumed/implied and need to be fully argued) - does not adequately show how claims of discipline are related to Christian world view (either compatibly or incompatibly) Faith matters are set side by side with the theories/assumptions of the discipline rather than integrated. The paper discusses the discipline as a means of illustrating spiritual truths rather than demonstrating integrative thought. The paper would benefit from a more robust

		discussion of faith elements that can inform/transform practice in the discipline. - this element is absent from the current draft - this element should be expanded in the current draft

	Strengths demonstrated	**Concerns to be addressed**
Treatment of Existing Literature	The paper demonstrates a comprehensive treatment of the relevant literature in the discipline and in Christian faith and practice. This review is woven into the paper's discussion compellingly.	The review of relevant literature in the discipline should be expanded. The review of relevant literature in Christian faith and practice should be expanded. - Scripture is used from the author's perspective only, rather than including an exploration of theological literature relevant to the chosen subject. The use of the literature in the narrative of the paper needs: - expansion - clarification

Form & Length	Consistent use of standards of writing for the discipline (i.e. APA, MLA, ASA, Chicago)	Standards of writing for the discipline are not followed.
	Writing is clear and concise, without grammatical/spelling errors.	Grammar/spelling errors exist and should be corrected.
	Minimum length of 20 pages, double-spaced, plus bibliography is met.	Minimum length of 20 pages, double-spaced, plus bibliography is not met.

Chapter 5: Faculty Benefits

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Introduction §5.1

This chapter outlines policies dealing with salary, medical benefits, retirement, vacations, life insurance, long term disability, leaves of absence, worker's compensation, tuition remission and tuition exchange programs. It provides basic information on compensation and benefits that are offered to Eastern's faculty. More detailed information is available from the office of Human Resources (610-341-1481). Appendix 5.1 provides guidelines and procedures to be followed in the event of a work-related injury.

The categories of covenanted or contracted faculty are the following:[8]

Tenure track member of the faculty (ranked as Full, Associate or Assistant Professor)
Non-tenure track member of the faculty (titled Lecturer, Senior Lecturer or Visiting Faculty)
Affiliate faculty (titled Affiliate Instructor)
Adjunct faculty (titled Adjunct Instructor)

For the purposes of this description a course refers to the traditional 3 credit residential course (or its equivalent). Eligibility for benefits among the faculty are as follows:

[8] See Chapter 4, Section I.A "Faculty Categories" 1. Titles and Criteria for Appointment and Promotion, p. 36.

1. For those under **tenure track** (budget lines: 6202, 6204, 6206) or **full time non-tenure track** (6208) covenants, full benefits will be applied and should appear on annual covenant information.

2. For those who have been approved for and receive an **affiliate faculty** covenant (6209), the following formula governs the application of benefits:

a. In a given academic year those Affiliate faculty who teach at least half time (the equivalent of four traditional courses) and are assigned advising will be given TIAA-CREF retirement benefits.

b. In a given academic year those Affiliate faculty who teach five or six courses without advising will be given TIAA-CREF retirement benefits.

c. In a given academic year those Affiliate faculty who teach six or more courses and are assigned advising will be given full benefits (with the exception of tuition remission and exchange).

d. In a given academic year those Affiliate faculty who teach seven or more courses without advising will be given full benefits (with the exception of tuition remission and exchange).

3. For those faculty who are on **adjunct faculty** contracts (6210), no benefits described herein will be paid.

Compensation and Benefits §5.2

Salaries:

Salaries are reviewed annually and changed upon recommendation of the appropriate deans, the Provost, and the President, and approved by the Board of Trustees. The Faculty Personnel Committee may recommend salary policy but not actual salaries. Whereas the salaries of teaching faculty are normally for the nine-month academic year, they are paid over twelve months (September-August). A faculty member may elect to receive his/her paycheck monthly or bi-weekly. Current payroll schedules are available from Human Resources. Deductions from pay are made for withholding taxes, dependent medical insurance, social security, personal pension contributions, and any authorized and employee-approved charitable gifts to the University.

Medical:

Full-time employees are eligible for group medical insurance coverage at a nominal expense, with the university paying the larger part of the premium. Medical benefits are effective on the first day of employment.

Employees may select their coverage from one of the plans currently offered by the University. Additional information is available from Human Resources.

Note*:* Part-time employees transferring to a full-time position are eligible for coverage effective with their transfer to full-time employment or on the first of the month after thirty (30) days of full-time employment if they are within their Provisional Period of employment at the time of the transfer.

If a faculty member is enrolled in the group medical benefit insurance coverage, s/he may elect to add coverage for his/her eligible dependents at his/her own expense. The monthly premium for dependent coverage is paid through payroll deduction. Current costs for dependent coverage may be obtained from Human Resources.

If a faculty member elects dependent medical insurance at his/her own expense, s/he has the option of paying the monthly premium for dependent coverage on a pre-tax basis. The employee must contact Payroll at ext. 1718 to select the Pre-tax option for his/her dependent premium.

If one leaves the employ of the University, or transfers to part-time status, s/he has the right to continue coverage at his/her own expense as outlined in federal regulations (COBRA). Current costs for continuation coverage may be obtained from Human Resources.

Retirement Plan:

The University provides Retirement Plan contributions for eligible employees at an amount equal to 6% of one's normal annual salary.

In addition, the University will contribute an additional 2% of one's base salary if the faculty member contributes at least 2% of his/her base salary to his/her retirement account(s) with the Plan.

Employees are eligible for Retirement Plan contributions from the University according to the following parameters:

1. Faculty are eligible for Retirement Plan contributions from the University effective with their employment.
2. Employees must be a minimum of 21 years of age to be eligible for Retirement Plan contributions.

Details of the University's Retirement Plan (TIAA/CREF) and enrollment procedures are available from Human Resources.

Eligible employees enrolled in the University's Retirement Plan with TIAA/CREF have the option of contributing to the retirement account from their earnings on a pre-tax basis with a Supplemental Retirement Annuity (SRA). Details of the SRA option and enrollment procedures are available from Human Resources.

Vacation Periods:

Faculty who are classified wholly as instructional personnel shall be employed under academic year covenants. Periods during which faculty may not have teaching responsibilities, such as the Summer Sessions and various breaks in the academic calendar, shall be intended for scholarly activities. Faculty who do not have off-campus academic projects shall be available for faculty workshops, committee meetings, retreats, and other University activities during the contractual period. Administrative staff with faculty status shall be entitled to the recognized holidays and vacation as outlined in the Staff/Administration Handbook, but are not entitled to the scheduled vacation periods in the academic year.

Housing:

Whereas the University does not assume responsibility for housing faculty and staff, it shall cooperate as far as possible in locating housing.

Life Insurance:

Life insurance coverage is provided at the expense of the University for full-time employees. Coverage begins on the first day of full-time employment. The coverage provides life insurance at an amount equal to 1x ones' base annual salary. In addition faculty members can

elect to increase their life insurance beyond the 1x the base annual salary offered by the University, at their own expense.*

*See Human Resources for the Guardian Life Insurance Actuarial Schedule.

Short-Term Disability:

The University provides Short-Term Disability insurance to all its' employees at no cost. Short-term disability begins on the fifteenth (15th) calendar day of illness and may continue for eleven (11) weeks. The insurance coverage provides for 60% of the employee's salary during the eleven-week period. Eligibility for this benefit is conditioned on meeting the insurance company's medical requirements, (see Human Resources for details).

Long-Term Disability:

Long-Term Disability insurance coverage is provided at the expense of the University for full-time employees, consistent with the actuarial schedule developed by the insurance company, (see Human Resources for details). Coverage begins on the first day of full-time employment.

The coverage provides monthly disability income benefits at 60% of one's normal monthly salary. Benefits begin on the first day of the month following thirty (30) days of disability as defined by a physician and continue during such disability. Benefits paid are coordinated with Social Security benefits where applicable.

Medical Leave of Absence:

Medical/disability leave may be granted, based on a physician's written statement, for a period of up to six months. The employee will continue to receive 100% of current base salary for up to thirty (30) days from the beginning of a period of physician certified disability (this through a combination of university and insurance funds). A claim may be filed with the University's disability benefit carrier for disability income benefits for any lost time/income exceeding thirty (30) days. When granted by the benefit carrier, disability income benefits are paid at an amount equal to 60% of one's current base salary.

Prior to returning to work the faculty member must submit a written physician's statement to Human Resources and the appropriate Dean certifying his/her ability to return to their normal duties and responsibilities.

Extended medical/disability leave beyond the period of physician certified disability may be requested if the period of physician certified leave is less than six months. This request must be submitted in writing to Human Resources and the appropriate Dean. Where granted, a period of extended leave, coupled with the initial period of physician certified disability leave, may not exceed six months. Regular compensation or disability income benefits are not paid during a period of extended leave.

The University will maintain the faculty member's medical, life, and disability benefits during the period of physician certified medical/disability leave and extended leave up to six months. One's current faculty appointment will be retained at the most recent base salary during a period of medical/disability leave and extended leave, through the end of the current Faculty Covenant or six months, whichever is longer.

Details concerning a request for medical/disability leave or the submission of a disability benefit claim may be obtained from Human Resources at ext. 1481.

Unpaid Leave of Absence:

An unpaid leave of absence may be granted upon written request to Human Resources and the appropriate Dean. Consideration of a request for an unpaid leave of absence will be based, in part, on the nature of the need such as family or personal emergencies, and the current requirements of one's position. Requests for an unpaid leave of absence are most typically considered for paternity leave and short-term elder care.

The University will maintain the faculty member's selected medical enrollment benefits, along with life insurance during the period of unpaid leave up to three months. One's current faculty appointment will be retained at the most recent base salary during a period of unpaid leave of up to three months.

Details concerning a request for an unpaid leave may be obtained from Human Resources at ext. 1481.

Worker's Compensation:

The Pennsylvania Worker's Compensation Act provides medical and disability benefits to an employee who incurs an injury arising in the course of his/her employment and activities related thereto. Any employee incurring an injury or illness in the course of his/her employment is responsible to submit a completed Accident/Injury Report Form to Human Resources. The Form is available from Human Resources. Also, please see Appendix 5.1 (at the end of this chapter) for full details concerning the reporting process, and required physicians report if medical treatment is necessary.

Immigration Benefits for Faculty Members:

Qualifying faculty members shall receive the following immigration benefits, based on the benefit policy in effect at the time of hire into the qualifying position.

A. For Tenure track faculty members:

1. The department of Human Resources will establish, in consultation with the Provost, the immigration status necessary for employment in the qualifying position at the university.*

2. The university will pay for all university expenses related to the immigration process (limited mainly to fees and costs associated with labor certification).

3. The university will reimburse up to $1,000 of employee medical expenses realized in the immigration process.

4. The university will reimburse up to $3,000 of employee legal expenses realized in the immigration process.

B. For full-time Visiting faculty members:

1. The department of Human Resources will establish, in consultation with the Provost, the immigration status necessary for employment at the university.*

2. The university will pay for all university expenses related to the immigration process.

3. The university will reimburse up to $600 of employee legal and medical expenses realized in the immigration process.

*Effective July 17, 2007, the Department of Labor Laws stipulates that all labor certification applications filed on behalf of professors, scholars, staff and other employees must be paid for in full by the University.

Tuition Remission and Tuition Exchange Programs	**§5.3**

Tuition Remission:

Tuition Remission is granted at the University and at Palmer Seminary to full-time employees of the University and their eligible dependents.

The purpose of Tuition Remission (TR) is three-fold:

- to attract and retain quality employees;
- to enable employees of the University to take courses consistent with their professional development and to enable them to work part-time toward a Bachelor's or Master's degree;
- to facilitate an employee's spouse in taking courses for professional development or to work toward a Bachelor's or Master's degree, and/or to facilitate his/her dependent children in obtaining a Bachelor's degree.

I. Following are the parameters and limitations of TR relating to employees only:

Staff and administration are eligible for TR at 100% after one year of continuous full-time service at the University. Faculty are eligible for TR at 100% effective with their employment. Retired employees (age 55 or older with at least 5 years of continuous full-time service at the time of retirement) may participate in TR at 100%. Tuition discount for the Ph.D. in Organization Leadership is 50%; for details, see below.

Employees may enroll for up to three (3) credit-hours per semester. One course may be elected for each Summer Session.

Due to the unique and full-time nature of the CCGPS accelerated programs (such as the OM, MIS, FMBA and other accelerated degrees), employee eligibility for TR for these programs will be on a case-by-case basis. In order to request TR benefits for these programs, an employee must submit a proposal with the TR application form. The proposal, which must be reviewed by the direct supervisor, the Director of Human Resources, and the appropriate Cabinet Officer, must address the employee's objective(s) in pursuing a non-traditional program rather than a traditional program along with any accommodations anticipated relative to his/her position at the University. Where approved, TR will only cover the base accelerated degree tuition and will not include expenses relating to books, fees, laptop, etc.

Faculty and staff who are accepted into the Ph.D. program in Organizational Leadership will receive a 50% Tuition discount. However only two of these discounts will be applied to each cohort. A cohort is defined as fifteen to twenty students. If the cohort is less than 15 then only one student will receive the discount. Application for admission and acceptance into the Program are the purview of the Director of the Program. Determination of the applicants granted the 1-2 slots in a cohort are the purview of the Executive Dean (CCGPS) in consultation with the Director of the Program.

II. Following are the parameters and limitations of TR relating to employees, spouses and dependent children:

All candidates for TR, employees and dependents, must meet the normal admission requirements of the University or Seminary.

The TR benefit applies to tuition only. Room and board, books, fees and other miscellaneous expenses are not covered.

Courses taken at other institutions will not be covered by TR.

TR benefits do not apply to Summer Session courses in which there are fewer than 6 tuition-paying students enrolled.

A grade equivalent to "C" or above must be achieved to gain TR benefits. A failing grade or a withdraw from the course will require payment in full from the employee/student.

If an employee resigns, or is terminated, while they, or their dependent, is participating in TR, the full amount of the tuition for the current semester in which the individual is enrolled must be paid.

The value of the TR granted may be reported as taxable income to the employee as government regulations require.

Internships, private lessons, Individualized Instruction, or Directed Studies will not be covered by TR unless required for completion of a degree program.

Where a tuition exchange arrangement is not available for an off-campus or travel course such as CCCU programs, Edu-Venture, Summer Field Course for Economic Development, etc., thus, requiring tuition payment to an external entity, TR will not apply.

III. Following are the parameters and limitations of TR relating to spouses and dependent children only:

Spouses and dependent children of full-time employees are eligible for TR. Children must be declared as "dependent" under the definitions and guidelines established by the Financial Aid office.

Spouses and dependent children of full-time faculty, staff and administration are eligible for TR at 100% after one year of employment. (Dependents of full-time faculty hired prior to September 1, 1999, are eligible for TR at 100% effective with the faculty member's employment.)

In the event the employee whose spouse or dependent child(ren) is(are) participating in TR at the University or the Seminary dies, the dependent is guaranteed participation through graduation if the student is matriculated for an undergraduate or graduate degree.

Eligible dependents of a deceased or retired employee (age 55 or older with at least 5 years of continuous full-time employment at the time of retirement) may participate in the TR program according to the following schedule:

Length of Service by the Deceased/Retired Employee	Percentage of Tuition Remission
0 - 4 years	0%
5 - 9 years	25%

10 - 14 years	50%
15 - 19 years	75%
20 + years	100%

Dependents may enroll in what is considered a full undergraduate course load. Any courses that are considered an overload are not covered by TR.

Dependent children are not eligible to apply TR benefits to graduate level courses.

IV. The TR program is administered by the Director of Human Resources. Following are the procedures for participation in TR:

Employees who anticipate utilizing Tuition Remission for a dependent child as a full-time traditional undergraduate student are encouraged to contact Human Resources during their child's 11th grade year in high school to discuss the benefit program, the benefit application process, expectations, available programs and any current limitations.

The employee/dependent must complete, prior to his/her registration for class(es), an Eastern University Tuition Remission Form. These forms may be obtained from Human Resources. The completed form must be approved by the employee's immediate supervisor and the appropriate Cabinet Officer before being returned to Human Resources. (Note: The supervisor's approval on the TR Form connotes that the employee may take the course indicated with reasonable accommodation so far as his/her ability to maintain the necessary responsibilities of his/her job.)

In order to receive TR, the appropriate form(s) must be received by Human Resources at least thirty (30) days prior to the start of the academic session for which one is applying.

Dependents applying for TR and registering for a full-time course load must apply concurrently for Financial Aid. If the student is residing on campus, the amount of any federal and/or state grants received may be applied to room and board costs with the understanding that the total value of TR and grants shall not exceed the cost of attendance. If the student is a commuter, the amount of TR granted will be reduced by the amount of any Financial Aid grants received.

Tuition Exchange:

Tuition Exchange refers to programs which the University participates in which may provide tuition scholarships to dependents of full-time employees of the University who elect to attend those colleges and universities who are also members. The University currently maintains an exchange relationship with colleges and universities in each of the following tuition Exchange programs:

Council for Christian Colleges and Universities
Council of Independent Colleges
Tuition Exchange, Inc. (TE)*

Only dependent children and spouses of full-time employees having a minimum of one year of continuous full-time service are eligible to participate in Tuition Exchange.

The applicant for Tuition Exchange benefits must meet the normal admissions requirements of the "Host" institution. In addition, the "Host" institution may require the applicant to apply for financial aid concurrent with their application for Tuition Exchange benefits.

The value of the tuition scholarship granted may be reported as taxable income to the employee as government regulations require.

Applications for tuition exchange scholarships may be limited as outlined in the current policies of the exchange programs or the current policies of schools participating in the exchange programs.

The Tuition Exchange Programs are administered by the Director of Human Resources.

Following are the procedures for participation in the Tuition Exchange Programs:

Application forms for Tuition Exchange scholarships are available from Human Resources. Eligible candidates for tuition exchange are encouraged to apply well in advance of their anticipated date of matriculation and apply to multiple institutions in the exchange programs, as the scholarships are limited in availability.

The completed application must be submitted to the Director of Human Resources, who serves as the Tuition Exchange Liaison Officer for the University.

The approved application is forwarded by the University, the "Sponsoring" institution, to the college or university to which the individual is applying, the "Host" institution.

The applicant and/or the University is/are notified by the "Host" institution of his/her acceptance, or denial, of the application for Tuition Exchange scholarship.

The student is responsible to re-apply for Tuition Exchange scholarship each academic year in which s/he is enrolled in a participating institution.

Complete listings of participating colleges and universities are available from Human Resources. Employees who anticipate utilizing Tuition Exchange for a dependent child as a full-time traditional undergraduate student are encouraged to contact Human Resources during their child's 11th grade year in high school to discuss the exchange programs, the exchange application process, expectations, available programs and any current limitations.

[*] *While all of the exchange programs are generally referred to as Tuition Exchange, one of the 3 programs is also named Tuition Exchange, Inc. In the context of this policy the use of the term "Tuition Exchange" will refer to the 3 programs listed above which comprise the University's tuition exchange benefits.*

Appendix: **Worker's Compensation Procedure**	**§5.4**

Appendix 5.1 Worker's Compensation Procedure

Guidelines In The Event Of A Work Related Injury

IMPORTANT

1. The injured employee should report **immediately** to his/her supervisor **and** Human Resources any accident/incident which occurs in the course of his/her work and results in an injury.
2. The employee should complete an Accident/Injury Report Form) and forward it to Human Resources. The Accident/Incident Report may be obtained from Human Resources.

3. In the event medical attention is necessary the employee is required to seek medical care from an approved physician if s/he desires that these expenses be covered by workers' compensation. A list of approved physicians can be obtained from Human Resources.
4. All information relative to expenses incurred as a result of medical attention must be forwarded to Human Resources.
5. **In the event of lost time** the employee should provide Human Resources with the details of the lost time including specific dates and normal working hours. In addition, a return to work note from the attending physician must be submitted to Human Resources and the appropriate Dean **prior to returning to work.** The physician's note must indicate clearly one's ability to return to normal tasks and responsibilities.

Note: Under the law, compensation (weekly disability) is not payable for the first 7 days of disability unless your disability exceeds 14 days or more. After the 7 day waiting period, you are entitled to compensation benefits equal to 2/3 of your average weekly wages (wages should include those from all employers for whom you are currently working) subject to maximum and minimum limits as provided by law. The first payment of compensation must begin no later than the 21st day after your employer knew of the injury. Once you return to your previous work at the same or greater wage, or your disability otherwise ceases, your claim for compensation may be reopened within 3 years from the date of your last payment of disability.Employee's Rights and Duties under

Pennsylvania Workers' Compensation Act.

A. If you are injured while working, you must immediately report your injury to your supervisor and Human Resources. Remember, it is important to tell your employer about your injury. If you have questions about your worker's compensation claim, contact Human Resources at ext. 1459 or 1481.

B. The University is responsible for payment of reasonable surgical and medical services rendered by physicians or health care providers and medicines and supplies that are a result of a work-related injury or disease.

C. The determination of whether the injury or disease was work-related will be determined by the University, in accordance with the provisions of the Pennsylvania Worker's Compensation Act.

D. If you suffer a work-related injury, you are required to visit one of the physicians or health care providers approved by the University if you desire these expenses to be covered for the first 30 days, and shall continue to visit these physicians for a period of thirty days from the first visit if ongoing treatment is required. Should you treat with physicians other than those approved by the University, the University will not be responsible for medical bills during this period. A list of approved physicians and health care providers is posted (Human Resources, Campus Services, Health Center, Staff/Administration Handbook - Sec. 40.24.02) and available for review.

You are permitted to treat with health care providers other than those listed in section 40.24.02, after the expiration of the thirty day period. If you want to receive compensation after the 30 day period has expired you must notify the University within five days of the first visit. (This notice should be in writing to the Director of Human Resources.) The University can deny payment for these services unless it is later determined that the services were reasonable and customary.

Your health care provider must also provide periodic reports on a form prescribed by the Department, including history, diagnosis, treatment, prognosis and physical findings, within ten days of the start of treatment and at least once a month thereafter. The University may not be liable to pay for such treatment until a report has been filed.

I acknowledge that I have read, and do understand, the above-listed explanation of my rights and duties.

Employee_____ Date_____

This document was read to _____ on_____

Employee refused to sign.

Director of Human Resources_____ Date_____

Workers' Compensation

Medical Provider Name & Address,
Telephone # Specialty

Work Well at Radnor –
(610) 902-5656 All Specialties

University of Pennsylvania

250 King of Prussia Road

Radnor, PA 19087

Chapter 6: Academic Policies and Procedures

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Introduction §6.1

There are a number of policies and procedures that provide the framework within which the faculty gets its work done. Standards for the development of syllabi, for seeking the approval of teaching or adding new courses to the curriculum, questions about telephones, office hours, grading procedures (how to assess work for assigning a grade, when and how to give an incomplete or change a grade etc.) are matters of concern for all faculty.

This chapter aims at providing answers and guidance as well as approved procedures to get the practical business of teaching and learning done at Eastern. Deans, Chairs and Program directors can help you navigate your way through many of the steps you need to take to get your work done productively and efficiently. But this chapter will provide you with much of the nuts and bolts in terms of academic policies and forms that accompany various academic tasks. The following chapter provides other information on other organizational features and practices important for finding your way around Eastern.

Class Planning §6.2

Class Enrollment

As a general rule, courses should enroll at least 10 students for undergraduate courses and at least 5 students for graduate courses. While there may be a few courses required for graduation in certain majors or programs that may be granted special exemption by the appropriate dean, the goal of every department will be to reach the minimum enrollment. In many cases the course enrollment will reach the maximum capacity of the classroom (or the maximum number of students designated by the department) before the registration period has ended. The instructor should not admit additional students to the course without permission from the Registrar and Dean.

Course Syllabi

The course syllabus specifies what will be taught, how and when topics will be taught, the nature of student responsibilities and assignments, and methods of assessment, and thus it serves as a type of contract between the instructor and the members of the class. For this reason, syllabi should be distributed at the first class meeting. Significant changes, therefore, especially those related to required texts, major assignments, or methods of assessment, can not be made unilaterally by the professor but must have the approval of the entire class. The syllabus is the basis of adjudicating grade appeals, of demonstrating the coverage of specific material for accreditation purposes, and of identifying where and when disciplinary, departmental, and University-wide outcomes will be assessed.

A copy of each syllabus is to be given to the Faculty Administrative Assistant housed in the office of the appropriate Dean. It is to be formatted in Word and sent on disk or as an e-mail attachment. The Faculty Administrative Assistant will copy it on to a zip drive disc, along with all the other syllabi, for the institutional records. Disks labeled with the instructor's name, or an e-mail attachment should be sent to the Faculty Administrative Assistant by September 15 for Fall Semester, January 30 for Spring Semester, May 25 for Summer 1 Term, and July 7 for Summer 2 Term. If a disk is used, it will be returned by the beginning of November or the beginning of April. (For more detailed instructions regarding syllabi, see Appendix 6.1 at the end of this chapter.)

Academic Advising §6.3

Each undergraduate student is assigned a faculty advisor by the Registrar's Office. Graduate students receive advisors from the Graduate Admissions office upon acceptance. Undergraduate students keep the advisors assigned to them upon entrance to the University until they select a major. This is generally done in the second semester of the first year but should be done by the end of the sophomore year. A major advisor is then assigned to the student. The major professor advises the student in fulfillment of the major, selection of electives, and on academic and personal matters related to scholastic achievement.

Before registration, each advisor is supplied with a list of advisees and pertinent information. Undergraduate students are required to confer with advisors prior to registration and to have their Class Registration forms signed by their advisor. All full-time faculty are expected to participate in the advising program. The details of registration are distributed by the Registrar's Office in October and March.

All student requests to enroll in 19 or 20 credits within a given semester must be approved by the Registrar; a GPA of 3.0 is required for approval. No student who has a GPA under a 3.0 will be permitted to take more than eighteen (18) credits without the written approval of the appropriate Dean.

Registration §6.4

Registration is conducted by the staff of the Registrar's Office. At the beginning of the semester, each faculty member receives lists of students in his/her classes. Anyone who has a student in a class whose name does not appear on the list should notify the Registrar's Office and also encourage the student to check on any discrepancy that may exist.

Faculty members will help both students and the Registrar's Office if they notify the office when a student has stopped attending the class. The Registrar will notify faculty when a student has dropped a class.

Directed Study/Individualized Instruction Policy §6.5

(Applicable to traditional Undergraduate & Graduate Courses)

Directed Study

Some departments may offer a directed study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. Directed Study is restricted to students with Junior level standing or above who have at least a 3.0 GPA in the major field, and who have some background at the college level in the subject area being studied. Graduate students need to have earned a minimum of 6 credits before attempting directed study. The directed study form is available in the Office of the Registrar.

Individualized Instruction

This is the teaching of a regular, listed catalog course to a single student. Individualized Instruction is offered only when the University has failed to offer a course according to schedule or with sufficient frequency and it is needed by a student for a critical reason (e.g. impending graduation or job). Both criteria must be met. Severe course conflicts and other student or faculty emergencies may be approved by the appropriate dean on a case-by-case basis as reasons for Individualized Instruction if no appropriate substitute course can be found.

The process for arranging Directed Study and Individualized Instruction must be completed by the end of the Drop/Add period of each semester or the corresponding day in the case of Summer Sessions.

Academic Calendar §6.6

The Academic Calendar for traditional programs is published annually in the University catalog. It is adopted by the faculty on recommendation of the Educational Policy and Curriculum Committee. It is kept by the Registrar, under the direction of the Provost in consultation with the faculty, the President, and other University administrators. At present, the traditional academic calendar includes two semesters, and a summer school divided into two terms.

(1) Fall and Spring. The Fall semester begins in late August and continues until the beginning of Christmas vacation. The Spring semester begins in early January and continues until Commencement about the first

week in May. There is always a full day faculty workshop prior to the beginning of each semester, for which all faculty are expected to be present, as well as at the end of every academic year. On occasion, faculty workshops may extend over several days, in which event faculty will be given adequate advance notice so as to arrange their schedules accordingly.

(2) Summer Session. The summer session operates on a separate budget from the regular school year, with the exception of departmental expenses, and is under the direction of the appropriate Dean. Teaching in summer session by faculty members is on a voluntary basis by invitation of the appropriate Dean upon recommendation of the departmental or divisional chairpersons. Extra compensation over and above the annual salary is paid if the professor has met the minimum course-load in the academic year. Full summer session salary is paid for classes for which eight or more tuition paying students are enrolled; for classes with fewer students, the salary is pro-rated. All arrangements about salary, schedule, courses and responsibilities should be cleared with the appropriate Dean.

Academic Study Abroad/Off-Campus Programs §6.7

Students at Eastern are encouraged to engage in academic study in another country, or at least in another cultural setting within our own country. All students who major in French or Spanish, Intercultural Communications, and Missions are encouraged to participate in the Academic Study Abroad Program for a minimum of six semester hours. The program is administered by the Coordinator of Off-Campus Study in consultation with the appropriate Dean and Registrar.

Curriculum Changes §6.8

All new courses, changes in course pre-requisites, changes in major, minor and/or core requirements must be approved by the department, division (undergraduate only), Curriculum Committee and faculty body.

The appropriate curriculum committee must receive the completed form along with a comprehensive syllabus and bibliography by the following deadlines:

By May 15 — for changes to be effective in the following January

By November 15 — for changes to be effective in the following August

(Forms are found in Appendices 6.2, 6.3, 6.4. 6.5 at the end of this chapter.)

For the Campolo College of Graduate and Professional Studies, the completed form and all accompanying materials must be received by the appropriate curriculum committee normally seven months before changes are to become effective.

Creating New Courses: Special Topics, Capstones, and New Catalogue courses §6.9

A. Special Topics: All new courses begin as Special Topics courses, unless they are part of a new major/program or are part of a program modification. Courses may be taught twice as Special Topics courses, and then enrollment data will be collected to be used in determining if the course should become part of the regular curriculum.

Procedure is as follows:

Prepare a syllabus and course description and obtain approval of your department chair.

Complete appropriate “special topics proposal” form (Appendix 6.5). Attach the syllabus, include the course description, professor, and facilities/equipment needs on the form, and indicate when and how often the course will be taught. Specify what will NOT be taught if this course is offered, or if the course will be taught by an adjunct.

Submit the form to your Division Chair for approval if it is an undergraduate course.

Submit the approved form to your appropriate dean for final approval. The dean will announce the course to the appropriate curriculum committee and to the faculty.

B. New Capstones require approval by a given process as well. Appendix 6.4 provides the form listing the procedure for creating new Capstone courses.

C. New Courses for the Catalogue: Once a course has been taught twice, it is reviewed by the Curriculum committee to determine that it has merit to be made a part of the permanent offerings of a degree program or Core offerings. Appendix 6.3 provides the form for course modification or addition to the regular curriculum of the University. The syllabi that have been used to teach the course as well as additional information on student enrollments and evaluations should be part of the presentation. Such evidence provides a basic rationale, along with other information, for determining that the course should continue to be offered regularly.

Course Evaluations §6.10

The Office of Institutional Research coordinates the effort to evaluate spring, fall, and summer session courses at the University (with the exception of DCP, AIC, and Fast-Track courses, which are coordinated through the individual programs). Adjunct professors are required to evaluate all their courses, while full-time faculty members are requested to evaluate a minimum of two courses per semester. It is recommended that all courses receive some type of official student evaluation. Because of the nature of the courses, activity courses, student teaching courses, seminars, travel courses, private lessons, directed studies, and individualized instruction courses are exempt from evaluations. Evaluations are returned within six weeks of the end of the semester, permitting timely feedback to all full-time and part-time faculty members. Timely feedback permits faculty members the opportunity to build upon, validate, or alter course and instructional methods in an attempt to address both positive and negative criticisms provided by Eastern students. These results are meant to be viewed historically and in aggregate, with no single comment outweighing the evaluation in its entirety.

Classroom Assignments §6.11

Classroom assignments are made by the Registrar's Office. Classes should not be shifted without permission from that office. Classes presenting difficulties in terms of space, number or style of chairs, maps, tables, other equipment and conflicts should be reported to the Registrar.

Eastern wishes to keep its classrooms and equipment in the finest possible condition in order to provide a setting conducive to good learning experiences. Please report any matters such as lighting, ventilation, heat, decorating, chalkboards, and janitorial efficiency needing attention to the Faculty Secretary.

Attendance Policies* §6.12

The University expects all students to attend his/her scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary between disciplines and among courses within the same subject field. Accordingly, at the beginning of each course, instructors shall state his/her attendance requirements in each course syllabus.

No instructor may impose or recommend a penalty for class absences unless his/her class attendance policy was published to the students in the course syllabus at the beginning of the course and a copy has been filed in the office of the appropriate dean.

Absences from academic work or activity classes are discouraged on the class day immediately preceding or following a University recess or a regular special holiday.

When a student enters class after the roll has been taken, s/he has the responsibility of reporting his/her presence to the instructor after the class. Otherwise, s/he will be counted absent. Students leaving the classroom without permission of the instructor will be marked absent.

Every student is accountable for all work missed because of class absence. Instructors are under no obligation to make special arrangements for students who are absent.

*This policy does not apply to Accelerated Classes. Check with the Campolo College of Graduate and Professional Studies for its policy on attendance in its programs.

Faculty Lateness or Absences from Class §6.13

Faculty members are expected to meet all scheduled classes. When absences are necessary, arrangements should be made in advance with the appropriate Dean. Absences immediately before or after holidays, or at the beginning or end of the academic year should be avoided. Faculty members should be especially careful to meet the first and last sessions of the term. Late arrival or early departure is not appropriate professional conduct.

In the event that a professor or instructor does not meet his/her class at the assigned hour, University policy calls for one of the students to notify the Registrar's Office, from which instructions will then be given. The appropriate Dean should also be notified. Therefore, a teacher who is unavoidably detained, is unable to attend, or who wishes to change a meeting time and/or place should notify the Registrar's Office and appropriate Dean in advance.

When there are absences for which arrangements cannot be made in advance (such as illness), the faculty member is responsible for arranging some means of keeping course work on schedule. This may be accomplished in a variety of ways such as preparing a tape for students, scheduling an extra class, extending class lengths, or making an additional reading assignment.

Outside Resource Persons §6.14

Full-time faculty may wish to supplement their own presentations with the use of outside resource persons in their classes. Sometimes these people will be available without charge because such representation is part of their larger responsibilities, or simply out of a desire to serve the academic community. In other instances, an honorarium will be in order. In such instances, the instructor should check with the appropriate Dean, in advance, to make sure that the budget has provision within it for such honoraria. Honoraria will not normally be paid to full-time faculty who lecture in colleagues' classes. An appropriate manner of repaying a colleague for lecturing in one's class is to return the favor. Administrative Personnel such as Deans do not receive additional pay or honoraria for participating in teaching.

Visitation of Faculty Classrooms §6.15

Faculty are encouraged to visit classes of colleagues to enrich their own teaching experience. Occasional visits from department and/or divisional chairpersons are in order for communication and evaluation. The Deans, Provost, President, and Board members of the University may visit classes on occasion.

Field Trips* §6.16

Field trips should be organized with the approval of the appropriate Dean. Field trips should be planned with discretion both as to number and time. Along with the faculty policy that student activities should not be scheduled the week prior to or during final examinations, the following considerations should be taken into account:

Faculty members should submit two copies of the Field Trip form (see Appendix 6.8) and the Van Usage form to the appropriate Dean's Office. The list of students participating in the field trip should be circulated so that they may be excused from other classes.

Field trips should be planned at least two weeks ahead of time.

When conflict in schedule arises, the student should be permitted to make the decision whether s/he will go on the field trip. This is especially true when such a trip will necessitate missing other classes in which the student is experiencing academic difficulty.

Costs of field trips, if not included in departmental budgets, must be covered by students or faculty sponsor(s).

*Does not apply to the Campolo College of Graduate and Professional Studies.

Examinations* §6.17

Instructors may give examinations in courses at any time they consider appropriate but should both list them in the syllabus and insure that they are administered by a faculty member. It is recommended that mid-term grades be based on more than one evaluation. Opinion studies among University students have indicated that college students show a strong preference for frequent testing rather than too much emphasis being placed on a few examinations. The instructor has the option to decide whether s/he wants to provide a make-up examination for students who were unable to take it during the normal period.

The final examination schedule is published with the registration schedule so students may plan their examination schedule with their courses. Faculty members are urged to include the final exam schedule in their course syllabus so that students are reminded of that date and time as a requirement of the course. Advisors should caution students against schedules that will give them three or more examinations in one day. **Faculty members are not authorized to give final examinations either to the class or to individuals at times other than the examination period scheduled without the permission of the appropriate Dean**. **Examinations may be given during the last week of classes in a semester only with the prior permission of the appropriate Dean.** This policy will be publicized to students each year.

*Does not apply to the Campolo College of Graduate and Professional Studies.

Grade Standard and Policies §6.18

Faculty must submit final grades to the Registrar no later than three working days after the last final exam. The deadline is noted on the grade sheet.

Grading Procedure

The grading system at Eastern is as follows:

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

Grade Standards

The following are the definitions of grade levels adopted by the faculty:

A Grade of A Represents

(1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively. (2) Sound techniques of scholarship in all projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

A Grade of B Represents

(1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

A Grade of C Represents

(1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

A Grade of D Represents

(1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in the Graduate School.

A Grade of F Represents

(1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

I - Incomplete

W - Withdrawn

WF - Withdrawn Failing

P - Passing (A, B, C, or D work done)

NC - No Credit (Does not carry academic penalty)

Pass/Fail Courses

Certain courses are graded on a Pass-Fail basis. Courses graded P will be counted as hours earned but cannot count on grade-point averages. Courses graded F will be counted as hours attempted and so will affect the grade-point average like any other F. These courses are graded P/F by faculty action. No other courses should be graded on this basis. Special topics courses may be graded P/F if the intention to grade them thus is stated in the course description published with the semester schedule.

Pass/No-Credit Option

A Pass-No Credit grading option is available to students under the following conditions: (1) Any student may elect this option in four courses taken to fulfill graduation requirements at Eastern, provided that such courses are not used to meet core requirements, major, or area of concentration requirements. (2) This option may be elected in only one course in a given semester. (3) The course will be graded Pass (P) or No Credit (NC). P or NC grades in these courses will be recorded on the student's permanent record, but

neither grade will affect the student's grade-point average. (4) Hours graded P will be counted as hours earned toward total hours required for graduation. Hours graded NC will not count as hours earned, but neither will they count as hours attempted. (5) This option may be added or dropped only during the first week of the semester. (6) Faculty members will be notified of students who elect the P/NC option in their courses, but letter grades must be recorded on the Grade Sheet. The Registrar will convert the grade to P or NC. (7) Students are expected to do all the work assigned and to take all examinations in courses graded on the P/NC basis.

Incomplete ***(See Appendix 6.6 for a request for an incomplete form)***

For undergraduate courses, the grade of I is given only for illness or some unusual circumstances and must have the recommendation of the professor and the approval of the Registrar in consultation with the Dean of Students and Dean of the College of Arts and Sciences. Forms are available in the Registrar's Office and must be filed before the exam period unless the emergency or illness occurs during the final exam week. All incompletes must normally be made up within two months after the last final examination date of the semester. In all cases, it is the student's responsibility to consult with the professor concerning the approval of the grade I. The grade I automatically becomes an F if the student has not complied with the makeup rule. If, however, illness or accident prevents the student's making up work within the two month period, the Registrar may authorize a W (Withdrawn) in those courses which the student was passing at the time s/he became incapacitated. Courses carrying a grade of W receive no credit but are not counted as hours attempted.

For graduate courses the grade of I is recorded on the grade sheet at the discretion of the professor. Graduate Students are given until the last day of the next semester to complete the course requirements.

Administrative "F"

Students who stopped attending class but did not officially drop the course area are assigned the grade of F.

Repeated Courses

A student may repeat a course. The original grade for a course is included on the transcript. A repeated course is so designated and the new grade recorded. In calculating cumulative GPA, the higher grade supersedes the lower grade. The lower grade is not included in the calculation of the cumulative GPA. In cases where the course was initially passed and subsequently repeated, credit is only granted once for the course.

Semester Warning

Traditional Undergraduate students whose estimated grades are borderline or failing about the middle of the semester will receive notification from the Registrar's Office. Faculty advisors will discuss the situation with the students, making recommendations when possible. Faculty are responsible for notifying Registrar's Office by date requested.

Change of Grade

Professors may request the Registrar to change grades only in the case of miscalculation or recording error; requests should be made as early as possible so that the changes in permanent records will not be necessary. (See Appendix 6.7 for a Request to change grade form)

Unacceptable Academic Behavior §6.19

The following are recognized as unacceptable forms of academic behavior at Eastern University:

(1) Plagiarism. Plagiarizing is presenting words or ideas not your own as if they were your own. Three or more sequential words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made one's own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.

(2) Submitting a paper written by another student or another person as if it were one's own.

(3) Submitting a paper written for another course or occasion without explicit knowledge and consent of the instructor.

(4) Fabricating evidence or statistics which supposedly represent your original research.

(5) Cheating of any sort on tests, papers, projects, reports, etc. Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty to the Academic Dean, who will notify the Dean of Students.

Penalties for Academic Dishonesty:

In the event academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may do one of the following things, according to his/her assessment of the severity of the infraction and any extenuating circumstances. (1) Assign a grade of F or 0 on the paper, project or examination but allow re-submission, resulting in a maximum combined grade of C. (2) Assign a grade of F or 0 on the paper, project or examination without the opportunity for re-submission. (3) Assign a grade of F in the course. In all cases the instructor will forward evidence of dishonesty to the appropriate Dean and will inform the Dean of the action taken. Faculty who are suspicious but do not have the time to fully investigate can issue an incomplete.

Disciplinary Penalty:

All cases of academic dishonesty will be reviewed by the Dean of Students for possible disciplinary action. Any disciplinary action will occur in addition to the academic penalty. Disciplinary penalties may include disciplinary probation, suspension, or disciplinary dismissal.

Grade Appeals Policy §6.20

Scope of the Policy

The Grade Appeals Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student's favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment or that it was inconsistent with official University policy.

Procedure

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined below. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods.

In accordance with Matthew 18, the process of appealing a grade or evaluative action that a student thinks has been unjustly awarded is as follows:

Step 1

If a conversation with the instructor has not resulted in a satisfactory explanation of the grade/evaluation, a student must initiate an appeal in writing within sixty (60) days from the date of the grade or action. This written appeal should be sent to the instructor responsible for the evaluation, and copies should be sent to the departmental chairperson/program director and to the appropriate dean. The student and the faculty member shall mutually attempt to resolve the appeal within two (2) weeks of receiving the appeal.

Step 2

If an appeal is not resolved at Step 1, the student shall have the option of submitting within five (5) days of the completion of Step 1, a written appeal, including all necessary documentation and evidence, directly to the chairperson of the department/director of the program in question. In the case of the Campolo College of Graduate and Professional Studies, the appeal shall be referred to the Dean. If there is a department/program appeals committee, the problem shall be referred directly to it. The departmental chairperson/program director or the departmental/division/program appeals committee shall normally submit a written response to the student within two (2) weeks following the receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor and the appropriate dean. If the faculty member involved in the appeal is the departmental chairperson/program director and there is no appeals committee, the student shall go immediately to Step 3.

Step 3*

If no mutually satisfactory decision has been reached at Step 2, the student may submit another written appeal, with all documentation attached, to the Dean of the "school" in which the problem originated. Such an appeal shall be made within one (1) week following the receipt of the written response of the departmental chairperson/program director or the departmental/division/program appeals committee. The Dean shall investigate the problem as presented in the documentation and shall notify the parties involved of his/her decision within two (2) weeks of the receipt of the appeal.

Step 4

If the decision of the Dean is still considered to be unsatisfactory, the student may appeal in writing, including all documentation, to the appropriate Academic Appeals Committee within one (1) week of having received the dean's decision. The Academic Appeals Committee shall meet within one (1) week of receiving the appeal to hear a presentation by the student of his/her case and to consider the recommendations from Steps 2 and 3. The Academic Appeals Committee shall then decide the merits of the case. The decision of the Academic Appeals Committee shall be final.

*In the case of the Campolo College of Graduate and Professional Studies, skip step 3 and go directly to step 4.

6.1 Course Syllabi

The course syllabus specifies what will be taught, how and when topics will be taught, the nature of student responsibilities and assignments, and methods of assessment, and thus it serves as a type of contract between the instructor and the members of the class. For this reason, syllabi should be distributed at the first class meeting. Significant changes, therefore, especially those related to required texts, major assignments, or methods of assessment, cannot be made unilaterally by the professor but must have the approval of the entire class. The syllabus is the basis of adjudicating grade appeals, of demonstrating the coverage of specific material for accreditation purposes, and of identifying where and when disciplinary, departmental, and University-wide outcomes will be assessed.

For these reasons, all syllabi should include the following information:

- University name, course number, course title
- your name, office number, phone number, office hours, e-mail, etc.
- term course is being offered
- prerequisites or co-requisites, if applicable
- textbooks and other materials to be purchased by the student
- course description (this does not have to be identical to the wording in the catalog; you may amplify as you see fit)
- reference to the appropriate University catalog concerning academic policies, including academic dishonesty, add/drop/withdrawal, and grade appeal
- disability statement suggested: 'If you have any documented special educational needs, you are encouraged to work with the Cushing Center for Counseling and Academic Support to prepare a written request for the accommodations you need in this course. In order to receive a request for this course, the professor must receive a written request from CCAS at the beginning of the course, or as soon as the disability is diagnosed.'
- information concerning school closing for emergencies or inclement weather
- attendance policy, tardiness policy, late work or missed work policy and any penalties associated with infractions (for grad and SPS courses, please make policies appropriate with both pedagogical style and adult life style)
- course outcomes expressed in terms of specific skills, knowledge, attitudes expected of the student; when possible, teaching methods and assignments should be related to course outcomes
- tentative schedule of class periods, assignments, due dates
- special projects/papers/research/field trips/reports/class participation: nature, length, due dates, format, criteria for grading, weight, etc.
- tests (nature, length, criteria for grading, weight) and examination dates and the material to be covered (e.g. if the final covers the material since the last test or is it cumulative)
- grading scale (% needed for each letter grade category)

6.2 New Degree/Major/Minor/Concentration Proposal

1. Name of proposed degree/major/ minor/concentration (Circle which)_____

   Who are the developers of this proposal?_____

2. What are the goals and objectives of the proposed program, including any specialized tracks or concentrations within it?

3. How does this program relate to the centrality of the mission of Eastern University, to the University's Strategic Plan, and to the extra-collegiate academic world (e.g. is the program being offered at nearby institutions or other Christian colleges, is it a new need based on changing intellectual/cultural forces, is there a demand by employers for these graduates)?

4. Please address the following issues:

   a. What faculty will be needed, including specialties, in order to support the proposed objectives and curriculum?

   b. What faculty are already available, including specialties?

   c. If faculty are taken--in whole or in part--from existing majors/minors, how will those be affected and what replacements might be necessary?

   d. What non-faculty personnel will be needed to support the program?

   e. What are the facilities/equipment/library/media/information technology resources already on hand and what will be needed to support this new program?

   f. Where will the students come from--other majors/minors, double majors, new recruits, ...? What is seen as the potential size of the new program?

   g. Will this program require approval from any agency external to Eastern?

   h. Will an internship or other practicum type experience be required? If so, are there sufficient sites/opportunities available? How will sites be located and evaluated?

   i. Are there any pre-requisites for entering the program, e.g. GPA, specific courses, recommendations from faculty/employers?

   j. Determine the estimated start-up costs and second and third year continuing costs, including faculty salaries, adjuncts, educational materials, etc. and note them in Table. 1. Also note in Table 1 your estimated revenue for each year based on projected enrollments, grants, and fundraising.

Please attach supporting material that does the following:

(1) Describes the key components of the program: i.e., courses required of all students, including prerequisites; courses required for areas of specialization or concentration; the amount of elective course work; clinical, practicum, internship or field work requirements; thesis requirements. Provide the total credit hour requirements for program completion, as well as the credit hour requirement for each tract or concentration.

(2) Provides a mission statement suitable for catalog use and an explanation of how the curriculum achieves the objectives of the program.

(3) Provides course descriptions suitable for catalog use for each new course identified as part of the curriculum and provides catalog references to descriptions of current courses included in the curriculum, excluding Core requirements; include pink Course Approval form for each new course.

(4) Provides a semester-by-semester course sequence description indicating the order in which the courses will typically be taken and the normal time period for program completion (e.g., four years, two years).

TABLE 1: Cost Projections

ITEM	1ST YEAR	2ND YEAR	3RD YEAR
PERSONNEL			
FACILITIES, EQUIPMENT, LIBRARY, MEDIA, INFORMATION TECHNOLOGY			
OTHER COSTS (PLEASE SPECIFY)			
TOTAL COSTS			
EXPECTED REVENUE FROM TUITION			
EXPECTED REVENUE FROM GRANTS			
EXPECTED REVENUE FROM FUNDRAISING EFFORTS			
TOTAL REVENUE			
NET (Total Revenue – Total Costs)			

6.3 New Course Approval or Modification Form

Please Follow the Instructions on the Reverse Side
This form is to be completed for approval of new courses or for modification of existing courses.
Faculty members are encouraged to take into consideration in their syllabus design the new scholarship on race and gender. It is also appropriate that they adjust pedagogical techniques to accommodate any physical or learning disabilities in their students.

Department/Program _____

Division _____

School ☐ Undergraduate ☐ Graduate
☐ School of Professional Studies

Nature of Action
- Addition of Course ☐
- Deletion of course ☐
- Credit Increase ☐
- Credit Decrease ☐
- Title Change ☐
- Number Change ☐
- Prefix Change ☐
- Prerequisite Change ☐
- Other _____

Proposed Starting Date (See Instructions) _____

Chapter 2 Purpose of Course

- *C.O.R.E. ☐
- Major Program Requirement ☐
- Major Program Elective ☐
- Minor Program Requirement ☐
- New Program/Concentration Requirement ☐

Chapter 3 Current

Course Title _____

Dept. Prefix & No. _____

Student Credits _____

Faculty Contact Credit _____

Proposed

Course Title _____

Dept. Prefix & No. _____

Student Credits _____

Faculty Contact Credit _____

Date of Receipt of Form by Dean _____

Recommendations
Preparer _____

Department _____
Division Chair _____
*C.O.R.E. _____
Dean(s) _____

Faculty Meeting Action (Recorded by Faculty Secretary) _____

Rationale for change

_____

Course description for insertion in University Catalog. Attach course syllabus and bibliography to this form.

_____

May this course be taken again for credit? ☐ yes ☐ no

How often will this course be offered? _____

Resources: Are the following resources adequate? If not, attach a statement explaining how your department will address the inadequacy.

faculty ☐ yes ☐ no facilities ☐ yes ☐ no
library ☐ yes ☐ no instruct. resources ☐ yes ☐ no

Is a similar course offered in the University? If so, what is it?

_____

If a similar course is offered, why is this one necessary?

_____

Course Title for Master Schedule (No more than 17 characters, including spaces)

_____

	Date _____	Yes ☐	No ☐
	Date _____	Yes ☐	No ☐
Date of Receipt of Form by Curriculum Committee _ _____	Date _____	Yes ☐	No ☐
	Date _____	Yes ☐	No ☐
	Date _____	Yes ☐	No ☐
Approval	Date _____	Yes ☐	No ☐

Date _____

INSTRUCTIONS

PREPARER SHOULD BE ALERTED THAT THE FORM WILL BE RETURNED IF IT IS

NOT FILLED OUT CORRECTLY!

1. The signatures on this form certify that the proposed courses or course revisions have been processed in accordance with University procedures. If this course is part of a New Program Proposal, signatures are not required on the bottom of the individual course forms.

2. The following modifications to courses that are required for a program (major, minor, concentrations, etc.) need not be accompanied by a Program Modification form and can be processed through the monthly circulation procedures:

   a) Course Title
   b) Department Prefix
   c) Catalog Description
   d) Prerequisite Change **(unless it increases** the number of required **credits for the program)**
   e) Number Change **(unless** it changes a lower division course to an **upper** division **course)**
   f) Elective Courses

2. The following modifications to courses <u>required</u> for a program (major, minor, concentrations, etc.) <u>must</u> be accompanied by a Program Modification form and supportive documentation:

   a) Additions or deletions of courses
   b) Credit increase or decrease
   c) Number change
   d) Prerequisite change (if it increases the number of required credits for the program)
   e) Number change (if it changes a lower division course to an upper division course)

   Note: Departments which require prerequisites for their own courses which are also utilized by other programs must contact the respective units to inform them of such changes. Approval by the other departments, however, is not required.

4. The appropriate curriculum committee must receive the completed form along with a comprehensive syllabus and bibliography by the following deadlines:

May 1	for changes to be effective in the following January
November 15	for changes to be effective in the following August

For SPS Programs, the completed form and all Accompanying materials must be received by the appropriate Curriculum Committee seven months before changes are to become effective.

Proposals received after these dates will not be included in the Master Schedule of course offerings for these sessions: hence, they will not be offered.

5. Course additions or revisions that are part of a new program will be effective only after approval by the University's Board of Trustees.

6. DEPARTMENTS MAY NOT MAKE PROGRAM OR COURSE DESCRIPTION CHANGES IN THE CATALOG DURING THE CATALOG REVISION PROCESS UNLESS THOSE CHANGES HAVE BEEN APPROVED THROUGH THE CURRICULUM COMMITTEE PROCESS.

6.4 Capstone Request Form

Course SubTitle_____

Department: INST Proposed Course No. 480 Credit Hours 3

Remarks_____

_____

Schedule of Course Offering

To be First Offered_____

Frequency_____

Estimated Enrollment_____

Instructor _____
Specify if instructor is full-time or adjunct

How will this course affect existing loads?_____

_____

Special material or equipment needed_____
Library resources needed (list specific books, journals, etc.)

_____

_____

Special Fee_____Special Room Requirements _____

THE INFORMATION REQUESTED BELOW MUST BE ATTACHED TO THIS REQUEST.

- **I.** Course Description (as it is to appear in the catalog)
- **II.** Prerequisites for this course
- **III.** Objectives of the Course expressed in terms of specific skills, performances and behaviors expected of the student
- **IV.** Course Outline
- **V.** Teaching methods and techniques used to achieve the desired objectives
- **VI.** Special projects/papers/research/reports
- **VII.** Attendance Policy
- **VIII.** Grades/tests/examinations: Grade make-up and requirements
- **IX.** Textbooks and other materials to be purchased by the student

Page 2 - Capstone

Why is the topic of significance to the contemporary world?

List the disciplines represented:

Describe the integration of Christian World view

How are biblical and theological resources applied to the course topic?

List the faculty to co-teach or guest lecture (if any)

Proposed By_____ Date_____

Approved By_____ Date_____

Department_____
Date_____

Division_____ Date_____

Curriculum Committee_____ Date_____

Academic Dean_____ Date_____

(**copy of this proposal should be sent to the Academic Dean prior to consideration by the Division)**
3/96

6.5 New Special Topics Course Request Form

Course Title_____

Department_____ Proposed Course No_____ Credit Hours_____

Special Topics courses are 130, 230 or 330.

Course is: Core_____ Major_____ Minor_____ Elective_____

Remarks_____

_____

Schedule of Course Offering

To be First Offered_____

Frequency_____

Estimated Enrollment_____

Instructor_____

Specify if instructor is full-time or adjunct

How will this course affect existing loads?_____

_____

Estimated Cost of library resources, special material or equipment needed_____

Laboratory Fee_____ Special Room Requirements_____

COURSE JUSTIFICATION

I. Uniqueness of the course
II. Rationale in terms of the fulfillment of student needs
III. Rationale in terms of the fulfillment of program needs. (i.e. relationship of this course to the major and the educational mission of the University)

Page 2 - New Course Request Form

THE INFORMATION REQUESTED BELOW MUST BE ATTACHED TO THIS REQUEST.

I. Course Description (as it is to appear in the catalog).

II. Prerequisites for this course

III. Objectives of the Course expressed in terms of specific skills, performances and behaviors expected of the student

IV. Course Outline

V. Teaching, methods and techniques used to achieve the desired objectives

VI. Special projects/papers/research reports

VII. Attendance Policy

VIII. Grades/tests/examinations: Grade make-up and requirements

IX. Textbooks and other materials to be purchased by the student

Proposed By_____ Date_____

Approved By_____ Date_____
Department

_____ Date_____
Division

_____ Date_____
Academic Dean

(A copy of this proposal should be sent to the Academic Dean prior to consideration by the Division)

Normally all new courses are taught initially as Special Topics. They require the approval of the Department, Division and the Appropriate Dean. They can be taught two times before having to be processed as a regular course for inclusion in the Catalogue. At that time a New Course Approval or Modification form should be used and it will be processed by the Curriculum Committee for recommendation to the full faculty.

6.6 Request for an Incomplete

I am requesting an incomplete for:

_____

PRINT (last name)
(first name)

IN: _____
(Department, Course Number, Title)

SESSION AND YEAR: _____
(in which the course was taken)

Change grade from _____ to _____.

REASON FOR THE INCOMPLETE:

_____

_____

_____

_____

_____

I understand that the incomplete is to be made up no later than _____
DATE

_____
Professor's Signature

****

(For Office Use)

Incomplete granted: _____

Incomplete denied: _____

REASON: _____

_____

_____

_____

_____

6.7 Request for a Grade Change

I am requesting a grade change for:

_____

PRINT (last name) (first name)

IN: _____

(Department, Course Number, Title)

SESSION AND YEAR: _____

(in which the course was taken)

Change grade from _____ to _____.

REASON FOR THE GRADE CHANGE:

_____

_____

_____

_____

_____

_____

DATE

_____

Professor's Signature

****

(For Office Use)

Grade change granted: _____

Grade change denied: _____

REASON: _____

_____

_____

_____

6.8 International Programs, Field Experiences and Special Sessions

Agreement and General Release

WHEREAS, Eastern University offers a study abroad program in _____(the "Host Country")
from_____

IT IS HEREBY AGREED by and between the Participant_____

1.0 Participation in the Academic Program

The Undersigned have been informed by Eastern University of the scope and focus of the Program, eligibility requirements, costs, registration procedures, travel, itinerary, logistics, terms of cancellation, academic context, and credit. By signing this Agreement and General Release, the Undersigned acknowledge that they have fully educated themselves as to the details of this Program and agree to abide by its terms. It is expressly acknowledged that Participant is not required to participate in the Program. In consideration of the Undersigned's execution of this Agreement and General Release and their agreement to be legally bound by its terms, Eastern University will permit the Participant to enter into the Program subject to the provisions set forth herein.

[1] The term, "Undersigned," is used in this Agreement and General Release as pertaining to more than one person. If the Participant is of majority age, it refers only to the Participant. If the Participant is not of majority age, "Undersigned" refers to the Participant and the Participant's Parent or Guardian, signatory, hereto.

2.0 Waiver of University's Liability for Risks and Dangers

The Undersigned understand that there are certain dangers, hazards, and risks inherent in international travel and the activities included in the Program, including but not limited to risks of injury, permanent disability or death, property damage and severe social or economic loss, which may result from the actions, inactions, or negligence of the participant or others, other conditions, conditions of equipment used, language barriers, differing social cultures, national and local laws, sickness, weather, strikes, natural disasters, civil unrest or hostilities, terrorist activities or acts of war, and that Eastern University cannot and does not assume responsibility for any such personal injury, property damage or other loss. The Undersigned further understands that the above listed risks are also associated with any activities undertaken by the Participant which are not activities included in the Program. Such activities include, but are not limited to individual travel by the Participant during vacation periods, or periods of time extending beyond the termination of the Program, or during other periods in which the Participant is not undertaking Program activities. Eastern University cannot and does not assume responsibility for any such personal injury or property damage or other loss suffered by the Participant during such times.

3.0 Participant Responsibility for Medical Needs

3.1 The Undersigned assure Eastern University that the Participant has consulted with a medical doctor and, if necessary, other health professionals, with regard to the Participant's personal health needs such that the Undersigned can and do further state that there are no health-related reasons or problems which preclude or restrict the Participant's participation in the Program.

3.2 The Undersigned are aware of all applicable personal health needs, as well as having arranged for adequate hospitalization insurance to meet any and all needs for payment of hospital costs while the Participant is undertaking the Program. The Undersigned agree that Eastern University cannot be and is not responsible for attending to any of the Participant's medical or medication needs, that the Undersigned assume all risk and responsibility therefore and that if the Participant is required to be hospitalized while in a foreign country or in the United States during the Program Eastern University cannot and does not assume any legal responsibility for payment of such costs.

4.0 Participant's Life, Health, and Property Insurance

The Undersigned are aware that there are other potential risks in which the Participant may be placed or in which the Participant may place himself or herself during the Program which neither the Undersigned nor Eastern University are able to foresee at this time. The Undersigned are aware that life, health, and property insurance is sold by American companies in order to remove such risks and pool such risk of loss with others.

5.0 Eastern University's Rights and Powers

Eastern University reserves the following rights and powers:

5.1 The right to cancel the Program without penalty.

5.2 The right to alter or withdraw any part of the Program and to make any alterations, deletions or modifications in the itinerary and/or academic program as deemed necessary by Eastern University or by the course instructors as agents of Eastern University.

5.3 The Undersigned have made themselves aware of the rules and regulations as contained in the Eastern University "*Official Student Handbook*" and all relevant Eastern University study abroad documents. The Participant agrees to uphold individual and group standards appropriate to the cultural setting of the Program. If the Participant's actions violate local or national laws and/or Eastern University or host institution regulations, or are judged to be injurious to the program and/or seriously offensive to the host cultures and/or damaging to the reputation of Eastern University, the participant acknowledges that the faculty director(s) has the right, after consultation with the appropriate Dean, to terminate the Participant's enrollment in the Program without refund of tuition nor fees and to return the Participant to the United States at his or her own expense.

5.4 The Undersigned understand that military actions, terrorist threats, labor strikes, civil unrest, any natural disasters as well as other situations which are disruptive to the learning environment and/or the life and safety of the Program group may result in an alteration in the Program itinerary. The Undersigned agree to accept the financial responsibility for the Participant which may result from such a change in the Program itinerary and agree to follow the leadership and direction of Eastern University in the decision to change travel plans.

6.0 Potential Travel and Accommodation Problems

6.1 The Undersigned acknowledge and agree to accept all responsibility for loss or additional expenses due to delays or other changes in transportation due to sickness, weather, strikes, or other unforeseen causes. The Undersigned acknowledge and understand that Eastern University assumes no liability whatsoever for any loss, damage, destruction, theft or the like to the Participant's luggage or personal belongings, and that the Participant has retained adequate insurance or has sufficient funds to replace such belongings and will hold Eastern University harmless therefrom.

6.2 The Undersigned acknowledge and understand that in the event the Participant becomes detached from the Program group, fails to meet a departure bus, airplane, or train, or becomes sick or injured, the Participant will bear all responsibility to seek out, contact, and reach the Program group at its next available destination, and that the Participant shall bear all costs attendant to contacting and reaching the field trip group at its next available destination.

6.3 The Undersigned acknowledge and understand that there are risks associated with operating a motor vehicle while participating in the Program and that Eastern University assumes no liability whatever for any death, injury, damage, loss, accident or delay resulting from the Participant's operating a motor vehicle while participating in the Program.

6.4 All services and accommodations are subject to the laws of the country in which they are provided.

6.5 The undersigned understand that Eastern University in no way represents, or acts as agent for the transportation carriers, hotels, and other suppliers of services connected with the Program. The Undersigned further understand and agree that Eastern University, its governing board, employees, and agents are:

6.5.1 Not responsible or liable for any injury, damage, loss, accident, delay or other irregularity which may be caused by the defect of any vehicle or the negligence or default by any company or person engaged in providing or performing any of the services involved in the Program;

6.5.2 Not responsible for any disruption of travel arrangements, or any consequent additional expenses that may be incurred therefrom.

7.0 Legal Problems

The Undersigned acknowledge and understand that should the Participant have or develop legal problems with any foreign nationals or government while participating in the Program, the Participant will attend to the matter personally with the Participant's own personal funds. Eastern University is not responsible for providing any assistance under such circumstances.

8.0 Conduct by the Participant

The Undersigned are aware of the means by which sexually transmitted diseases are contracted and recognize the inherent risks of unprotected sexual activity and intravenous drug use. The Undersigned are aware of the health, safety, and legal implications associated with the use of alcohol and drugs and will educate themselves, prior to departure, as to the local or national laws of the host country. The Undersigned acknowledge and understands that Eastern University assumes no liability whatsoever for any death, injury, loss, damage, harm, accident or delay resulting from the Participant's conduct as described in this paragraph 8.0.

9.0 Governing Law

The Undersigned agree that this Agreement and General Release shall be construed in accordance with the laws of the Commonwealth of Pennsylvania, which shall be the forum for any lawsuits filed under or incident to this Agreement and General Release or the Program. The terms and provisions of this Agreement and General Release shall be severable, such that if a court of competent jurisdiction holds

any term to be illegal, unenforceable, or in conflict with any law governing this Agreement and General Release, the validity of the remaining portions shall not be affected thereby.

10.0 Assumption of the Risks Involved

10.1 Knowing the dangers, hazards, and risks described herein, or otherwise associated with participation in the Program, whether foreseen or unforeseen, and in consideration of being permitted to participate in the Program, the Undersigned, on behalf of Participant's family heirs, and personal representatives, agree to assume all the risks and responsibilities surrounding Participant's participation in the Program, including transit to during and from the Program and to forever discharge, release and waive any claims against Eastern University for any and all liability related to any harm, injury, damage, claims, demands, actions, causes of action, costs, and expenses of any nature whatsoever which the Participant may have or which may hereafter accrue to the Undersigned, arising out of or related to any loss, damage, or injury, including but not limited to suffering and death, that may be sustained by Participant or by any property belonging to Participant, except for loss or injury arising out of the sole negligence or willful misconduct of Eastern University.

10.2 The Undersigned understand and agree that Eastern University does not have medical personnel available at the location of the Program or during transportation or anywhere in the Host Country. The Undersigned understand and agree that Eastern University is granted permission to authorize emergency medical treatment, if necessary, and that such action by Eastern University shall be subject to the terms of this Agreement and General Release. The Undersigned understand and agree that Eastern University assumes no responsibility for any injury or damage that might arise out of or in connection with such authorized emergency medical treatment.

11.0 Other Claims

It is the Undersigned's express intent that this Agreement and General Release shall bind the members of the Undersigned's family and spouse, if Participant is alive, and Participant's family, estate, heirs administrators, personal representatives, or assigns, if Participant is deceased, and shall be deemed as a Release, Waiver, Discharge, and Covenant not to sue Eastern University. The Undersigned agree to save and hold harmless, indemnify, and defend Eastern University from any **claim** by the Undersigned or Participant's family arising out of the Participant's participation in the Program.

12.0 Age of Participant

The Undersigned state that Participant - **is - is not** at least eighteen (18) years of age and fully competent to sign this Agreement.

13.0 Entire Agreement

In signing this Release, the Undersigned acknowledge and represent that the Undersigned have become **fully** informed of the content of this Agreement and General Release by reading before signing it and that no oral representations, statements, or inducements apart from the foregoing written statement, have been made.

THIS IS A RELEASE OF LEGAL RIGHTS.
READ AND UNDERSTAND BEFORE SIGNING.

Signed:_____Date:_____
(sign in presence of notary)

Signed:_____Date:_____
(Co-Signature of Parent or Guardian if Participant is under 18 years of age)

Section for Notary Public Use:

Sworn and subscribed to me on this_____day of _____, 2____.

Signature of Notary Public:_____ Seal of Notary Public

Human Resources 2/20/98

6.9 Guidelines for Developing Advisory Councils

Introduction

The intent of this document is to develop guidelines for the creation of advisory councils at Eastern University. Proposals for developing an advisory council should respond to the items listed below including, in writing, the rationale for the need of such a council with a time limit for its future existence and how it will enhance and strengthen the mission of the University. In addition, all advisory councils and their members must be approved by the President and the Vice President for Development.

I. When to Create Another Advisory Council

1. A statement indicating that the purpose, structure, and need have been clearly defined in writing and understood by those within the organization including those who will be asked to serve.
2. A formal process for the identification, cultivation and recruitment of Advisory Council members is in place.
3. The prospective leaders of the Advisory Council are known to be committed to the mission and goals of the particular program and Eastern University.
4. Important organizational priorities are not being met by the current governing structure of the particular program.
5. Representation from an important constituency is not present.
6. An additional structure (Advisory council) is need to enable the institution to maintain and cultivate relationships with important constituents.

II. Considerations in Establishing the Advisory Council

1. Who will be the institution's primary liaison to the Advisory?
2. What will be the purpose of the Advisory Council?
3. Will additional institutional resources be required to support the work of the Advisory Council?
4. Will or should Advisory Council members pay their own expenses to attend meetings?
5. What are the benefits to the institution and potential members creating an Advisory Council?
6. How often should the Advisory Council meet?
7. What regular communications will be needed to keep the Advisory Council informed and involved? Who will be responsible for these communications?
8. Will the members of this Advisory Council need to be insured by the institution?
9. How will we recognize and publicly acknowledge Advisory Council members for their service and contributions to the institution?

How will the Advisory Council's value to the institution and effectiveness be evaluated?

6.10 Procedures for Grant Seeking and Administration

The Vice President for Development will serve as the Grants Officer and the central clearinghouse and budget approval point for all Eastern University grant program proposals to city, state, and federal agencies as well as private funding sources such as foundations and corporations.

It is advisable to contact the Grants Officer and schedule a pre-application interview as early as possible.

To assist in making the proposal process smooth and effective for all concerned, the following summary, concerning proposals, has been prepared. An internal grant application routing form is available from the Grants Office to help guide the grant-seeking process.

1. The Grants Officer will advise faculty and staff as needed in developing a grant proposal and in identifying funding sources. The Grants Officer is given authority to determine grant-seeking strategies in accordance with funders' interests and the priorities of the President and Cabinet.
2. Budgets for a grant proposal should conform to the requirements of the granting agency as well as policies of Eastern University. Budget requests should be approved by the appropriate Cabinet Officer. There are usually direct and indirect costs to the University for any grant. Attention should be given to these costs.
3. The signatures of the Grants Officer, the appropriate Cabinet Officer and the President or his/her designee are required for all grant proposals from Eastern University.
4. A copy of all grant proposals from Eastern University should be on file in the Grants Officer's office. This will serve as the official document for funding, if the grant is approved.
5. When a grant proposal is approved, the person responsible for the grant should notify the Grants Office so that the approved budget may be forwarded to the Director of Finance's office. Until the Director of Finance has an approved budget, expenses may not be incurred.
6. All expenditures from an approved grant must be spent according to the guidelines of the granting agency and the policies of the Eastern University. Any change in the budget line items must be approved by the granting agency and the appropriate personnel at Eastern.

Interim and final reports on a grant will be reviewed by the Cabinet and Grants Officer before submission to the funder. Copies of all reports and correspondence should be forwarded to the Grants officer.

Approved by President's Cabinet, November 22, 1994

6.11 Eastern University Intellectual Property Policy

The following body of Intellectual Property Policies has been established to clarify the respective rights of the University, its employees, and third-party sponsors with regard to intellectual property issues, as well as to provide the necessary guidelines for appropriate management of intellectual property issues and related matters, such as associated expenditures and revenues.

The body of Intellectual Property Policies includes:

Copyright Policy

Patent Policy *To Be Developed*

Trademark Policy

Policy Management

Policy Education

Appendixes

- Intellectual Property Committee
- Sample Copyright Agreement *To Be Developed*
- Intellectual Property Resources
- Fair Use

I. Copyright Policy

See attachment

II. Patent Policy

To Be Developed

III. Trademark Policy

The name and/or logo of the University may not be used in connection with the publication, display, or distribution of a work where the copyright is in the name of an employee, except upon prior approval of the University or except to show the employee's affiliation with the University. The University or the appropriate author shall copyright materials on the University website. An appropriate copyright notice is to be included on all University-owned materials on the University website.

IV. Policy Management

The Provost or the Provost's designee, serving as the Intellectual Property Officer, has the responsibility for administering the principles and policies stated herein on behalf of the University. Actual implementation shall be handled primarily by the Intellectual Property Officer and the Intellectual Property Committee. (See appendix A.)

The Intellectual Property Committee, operating in cooperation with the Intellectual Property Officer, is responsible to:

- Conduct periodic review of emerging intellectual property policy issues, making recommendations for appropriate and applicable changes to the University's policies to the Intellectual Property Officer
- Initiate the development of related policies if/when needed

- Review and render a determination in disagreements concerning intellectual property policies

All University employees shall report to the Intellectual Property Officer any copyrightable work of their own in which the University has or may have an interest. Such reports must be made at the earliest point at which the likelihood of institutional interest becomes reasonably apparent. It is the intent of these policies that, wherever possible, determination of equities, income distribution, and other rights be made before the completion of the copyrightable work.

The employee and the Intellectual Property Officer will determine the classification of the work under these policies, the respective equities of the parties to be reflected in a sharing of royalties or other financial arrangement, and any rights in regard to revision or withdrawal of the work and the use of the Eastern University name and logo. Agreement on these issues shall be reduced to writing in the form of a copyright agreement to be executed by the employee and the Intellectual Property Officer.

If the employee and the Intellectual Property Officer cannot reach agreement, the matter will be submitted to the Intellectual Property Committee. The committee will review all the relevant circumstances and recommend to the Intellectual Property Officer on all issues requiring determination. In the event the employee is not satisfied with the decision of the Intellectual Property Officer, appeal may be made to the President, whose decision is final.

The Intellectual Property Officer shall provide advice and assistance in copyright and related matters to University employees upon request. Those responsible for carrying out programs that may generate copyrightable materials with significant support by the University or a sponsor should seek clarification in advance from the administrator concerning all questions of equities, copyright ownership, and rights as to such material.

The Intellectual Property Officer shall maintain and provide standard agreements necessary to implement this policy.

V. Policy Education

The Intellectual Property Officer shall develop and conduct an ongoing program to educate faculty staff and students about the importance of copyright in an academic community. This program should include but not be limited to an annual University-wide information session on copyright issues and the maintenance of pertinent copyright information on the University web site.

VI. Appendixes

A. Intellectual Property Committee

B. Sample Copyright Agreement..... *To Be Developed*

D. Intellectual Property Resources

I. Fair Use

VI.C.l. Fair Use

The policy of Eastern University is to comply with all applicable copyright laws by educating its faculty, staff, and students to be informed consumers of copyrighted materials, to be responsible users of others' works, and to be diligent in their exercise of statutory exemptions to copyright laws, especially those exemptions provided for the teaching functions of nonprofit educational institutions.

Library polices: The Warner Library is directed to develop and to distribute a policy for fair use of copyrighted materials in order to inform faculty, staff, and students about copyright laws and to protect the University from claims of copyright infringement involving library services. This policy will be based on the American Library Association (ALA) "Model Policy Concerning College and University Photocopying for

Classroom and Library Reserve Use"(1982) and subsequent recommendations regarding electronic reserves and other matters.

Distance Learning*:* The U.S. Copyright Office issued a "Report on Copyright and Digital Distance Education"(May 1999), as required by the federal Digital Millennium Copyright Act of 1998. The report recognizes the difficulties in applying current copyright law to distance learning. Recognizing the possibility of change in the law, the University will cooperate with and assist University instructors involved in distance learning to make effective use of the fair use provisions of the Copyright Act as they apply to distance learning and to assist in seeking copyright permissions and licenses for copyrighted works necessary for effective distance learning sponsored by the University. The Office of Instructional Development will provide guidance to faculty on fair use in distance learning, including how to avoid copyright infringement.

Copyright Policy

Eastern University supports the creation and dissemination of scholarly and/or creative works. In particular, the University recognizes and reaffirms the right of its faculty and staff to publish the results of their intellectual or creative labor traditional works — without undue restriction. At the same time, ~~here substantial expenditure of institutional resources is involved in the production of a copyrightable work, the University has equities in it that must be recognized.

A. Purpose

The purpose of this policy is to clarify the respective rights of the University, its employees, and third-party sponsors regarding copyrightable works, provide guidance to faculty, administration, students and staff, and clarify ownership and other individual and University interests in scholarly works and educational materials. The University recognizes that the Copyright Law was developed to provide a balance between the rights of the creators of copyrighted works and the users of those works. This balance is critical to the educational purposes of the University.

B. Definitions

For the purpose of this policy, the following definitions shall apply:

University employee: Any full-time or part-time faculty or staff member of the University or any other person with whom the University has an employment relationship.

University resources: Funds, personnel, equipment, and facilities administered by the University or under its authority or control.

Copyright: Protection under U.S. law granted to an author of a copyrightable work or other copyright proprietor of the exclusive right to publish, reproduce, distribute, sell, perform, or display the work.

Copyrightable work: Any original work of authorship in tangible form, including written works, such as books, journal articles, study guides, manuals, syllabi, lecture notes, programmed instructional materials, proposals, musical and dramatic compositions; pantomimes and choreographic works; pictorial, graphic and sculptural works, such as fine, graphic and applied art, photographs, prints, art reproductions, maps, globes, charts, technical drawings, diagrams, and models; films, filmstrips, and other audiovisual works; sound recordings; and computer programs.

Independent contractor: As defined in the University handbooks and policies. Faculty as defined in the *Faculty Handbook* are not considered independent contractors.

Outside employment: See the definition of "outside employment" *(Faculty Handbook*).

Substantial expenditures: Expenditures which are beyond normal and customary, not to include computers, office, course reduction for scholarly work, sabbatical time and similar resources normally provided in the course of a faculty members employment.

Traditional Works: Educational, scholarly, artistic or literary works, including books, articles, manuscripts, films, videotapes, CD-ROMs, and musical compositions, and other works of the kind that have historically been deemed in academic communities to be the properties of their authors. As defined herein, traditional works may include texts and other works that are stored on computer media. Computer programs, computer software, or databases may qualify as Traditional Works if they are accessory to, or an electronic expression of, an educational, scholarly, artistic, or literary work of the kind referred to.

Transfer of copyright (exclusive rights): Transfer of all the rights that go with a copyright exclusively to a new copyright holder. For example, in book publishing the author typically transfers exclusive rights to the publisher~ the author no longer has the right to print and sell her own book, because that right now belongs exclusively to the publisher.

Transfer of copyright (on a non-exclusive basis): A copyright holder retains copyright but allows others to exercise specified copyright rights (e.g. making copies of the work, selling it, etc.).

C. Copyright Ownership

Determination of respective interests in a copyrightable work produced by a University employee will be made in accordance with the following principles:

(1) **Traditional Works**: Unless they fall under one of the categories in section (2) immediately below, Traditional Works shall be considered the property of the author and may be copyrighted and/or commercialized by the author at the author's expense.

(2) The University may have an equity interest in the copyright of works produced under any of the following categories:

(a) **Works with the aid of substantial University expenditure**: Where a copyrightable work is developed with substantial expenditures by the University and is not sponsor-supported, the income derived from such work shall be shared by the parties. The University and employee shall, before substantial expenditures by the University, enter into a copyright agreement by which the copyright is assigned and provision is made for the disposition of royalties.

(b) **Works produced as University assignments ("works made for hire")**: The copyright in a copyrightable work prepared by an employee in the course of his or her regular employment duties or by special direction or commission shall be the property of the University. Such condition of employment or such directions shall be in writing and shall be agreed to in advance by both the University and the employee. A faculty member's general obligation to produce scholarly and creative works does not constitute a University assignment in the context of this paragraph. A copyright agreement providing for the sharing of royalties, as discussed later in this policy, may at the discretion of the University be entered into by the University and the employee in regard to the work. All works produced by independent contractors hired by the University are the property of the University unless otherwise agreed to in writing in advance of any such contracted work.

(c) **Works produced with sponsor support**: Copyright ownership in copyrightable materials developed during work supported partially or in full by an outside sponsor through a contract or grant with the University is determined by the applicable provisions of such contract or grant. In the absence of any governing provision, the copyright shall be the property of the University.

(3) **Works produced as a result of outside employment**: Works in this category are covered by the policy governing outside employment in the *Faculty Handbook,* pages 43-44 (1999).

D. Apportioning Income and Royalties

The respective equities of the parties in copyrightable works and the extent of their participation in the income derived from such works shall correspond generally to the categories of ownership described above. Specifically:

(1) **Traditional Works**: Income from Traditional Works shall belong entirely to the author.

(2) **Works produced with the aid of substantial University expenditure**: As a general rule, in order to encourage creativity among employees, the University will be disposed to a revenue sharing agreement with those who produce these works and shall enter into a copyright agreement with the producer(s) before initiating them. The agreement shall provide for assignment of copyright ownership; division of royalties from the sale, licensing, leasing, or other distribution of the work; statement of rights concerning revision or withdrawal of the work and the use thereof; and other pertinent terms. In determining an equitable division of royalties, consideration shall be given to the extent of the University's contribution, by its resources, to the development of the work; any reimbursement to be made for such resources; any costs to be incurred in obtaining the copyright. Ordinarily, the employee shall receive a two-thirds share of royalties, although the particular circumstances of each case shall ultimately govern and a different division may be made.

(3) **Works produced as University assignments or with sponsor support**: The University may, at its discretion, offer to share a portion of any royalties accruing to it. As a general rule, in order to encourage creativity among employees, the University will be disposed to a revenue sharing agreement with those who produce these works. An appropriate copyright agreement shall be executed at the start of the assignment or support.

In those instances in which resources of a particular department, center, laboratory, or other University unit are to be used in developing the copyrightable material, the copyright agreement between the University and the employee shall provide for internal distribution of a designated percentage of the University's share of royalty income to such unit. The University may waive or release any or all of its rights to a copyrightable work in an appropriate case.

E. Transfer of Copyright

If a copyright owner holds the copyright to a work used regularly by the University in its instructional, research or public service programs, the University will normally enter into a written agreement with the copyright owner to transfer copyright rights to the University on a non-exclusive basis. (All transfers of exclusive rights will, of course, be in writing.)

The University requests that University employees, when entering into an agreement granting copyright or publishing rights of a work to a third party, make reasonable efforts to reserve to the University the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.

F. Distance Learning and Technologies

Since the state of distance learning and technology is evolving and it is not possible to anticipate every issue that may arise, the respective rights of individual faculty members and the University concerning ownership, control, use and compensation will be negotiated with the Intellectual Property Officer in advance on a project specific basis and reduced to a written agreement.

Where the University provides significant specialized services and facilities for the production of courseware to faculty in the preparation of their course materials, the University has an equitable interest in

the courseware. If the contribution of the University is a substantial investment, for example in such areas as creative graphics, video editing, production, or similar significant services, the University may be entitled to claim co-ownership rights as a joint author as defined in the Copyright Act. If University services do not warrant the claim of joint authorship, but University services were nevertheless significant, the University may claim royalties commensurate with its investment. (See sections C and D above.)

G. Cooperative Program Agreements

From time to time Eastern University may enter into non-financial cooperative agreements with other institutions of higher education or nonprofit agencies where no outside financial support such as grants to the University is contemplated. In these agreements the University will seek to protect the ownership of materials created during the project by its faculty, staff and students engaged in the cooperative program and will not unilaterally attempt to transfer or assign any intellectual property rights to the cooperating parties.

H. Student Research and Sponsored Student Academic Projects

Unless otherwise indicated to be a joint project with a faculty member, student work including student research papers are the intellectual property of the student. Unless otherwise indicated to be a “works-for-hire” agreement, research papers and other products resulting from student academic projects such as internships, volunteer academic research assignments, and community based development training programs shall remain the property of the student. Sponsor agreements for internships and similar academic projects must allow student participants to use and to publish project results pertaining to their academic work and to retain the copyright to those works.

Approved by the Board of Trustees on May 19, 2001

6. 12 Intellectual Property Committee

The **Intellectual Property Officer** shall be the Provost or the Provost's designee.

The **Intellectual Property Committee**, operating in cooperation with the Intellectual Property Officer, will be responsible to:

Conduct periodic review of emerging intellectual property issues, making recommendations for appropriate and applicable changes to the University's policies to the Provost.

Initiate the development of related policies if/when needed.

Review and render a determination in disagreements concerning intellectual property policies.

The Intellectual Property Committee will be comprised of the following representatives. The appropriate Dean will recommend potential faculty representatives to the Faculty Senate for Committee assignment.

One faculty representative or appropriate designee from each of the following schools:

Undergraduate Arts and Sciences

School of International Leadership and Development *

School for Social Change

School of Professional Studies *

One representative from the Administrative Team

Assignment to the **Intellectual Property Committee** will normally involve a two-year term with any one representative serving no more than three consecutive two-year terms. The committee will annually elect its own chairperson. The committee will meet at such times and at a frequency as determined by current issues that may be brought to the committee. Issues for committee consideration will normally come from the Intellectual Property Officer of the University.

Issues shall be presented to the committee in writing in advance of any committee meeting. The committee will keep minutes of each of its meetings and these will be circulated to members of the committee within one week as well as to the Intellectual Property Officer, and any other members of the faculty or administration who may request them.

* Representatives from the School for Professional Studies and from the School for International Leadership and Development may be a faculty member or an administrator as deemed appropriate.

6.13 Research Fellowships

A. The Provost Fellowship

The Provost Fellowship is an annual grant, funded by a university endowment designated for the support of faculty research.

- Purpose: To facilitate the research and scholarship of accomplished scholars at Eastern University.
- Eligibility: Tenured and tenure-track track faculty members with terminal degrees, who have not received the Provost Fellowship within the last three academic years (i.e., an award winner in year 1 does not qualify again until year 4). Collaborative projects involving an Eastern University faculty member and student(s) or an Eastern University faculty member and faculty of another institution will be considered. Dissertation projects are not eligible. Because eligible projects will require significant research time, faculty with twelve-month administrative duties must secure a letter of support from the appropriate supervisor. Faculty members may simultaneously apply for the fellowship and for the Summer Research Stipend, but they cannot receive both awards in the same year.
- Grant: $4,000 annually.
- Application: March 1 deadline for the current year, submitted to the Provost office.

Applications

Applications should spell out the research or scholarly project being undertaken and should note any expenses involved in the research, as well as other funding sources. It should be noted, however, that fellowship funding is essentially for the *time* spent on research and not only for research expenses per se. The application should include:

- An application cover letter
- A current CV.
- A working title and an overview application narrative of no more than 1000 words.
- A detailed outline of the research to be done, including a description of the overall project, a working bibliography, a budget, a time-line for the research, and the anticipated use of the research results (where and how it might be published or presented).
- Complete contact information (name, address, phone and email) for one internal, and two external, professional references.
- If application is made for both the Provost Fellowship and the Summer Research Stipend then only one application is needed, but the application cover letter should clearly state that both awards are being pursued.

Evaluation Criteria:

- Importance of the Theme: Does the proposed research have clear theoretical or applied significance within the academic field? Is the research approach likely to promote fresh thinking or dialogue between disparate perspectives in the area of study?
- Conceptualization of the Project: Is there clarity and depth in the conceptualization of the project? Is the proposed methodology sound and clear given the theme and academic discipline(s) involved?

- Talent and Preparedness: Does the scholar(s) have the requisite background to address the theme with distinction? Does his/her/their past research record indicate strong promise that s/he will meet or exceed their research goals?
- Likelihood of Dissemination: Is it likely that the results of the research will be disseminated in high-quality academic venues? Will the research support and enhance the teaching of the discipline at Eastern? Does the project have discernible benefits to and impact upon the students in the program(s) in which the faculty member teaches?

Process:

An invitation to apply for the fellowship is extended to the faculty in January of each academic year. Applications are submitted to the Provost, who passes them on to the Faculty Development Committee. The committee then evaluates all of the proposals and presents a ranked list of all applicants to the Provost by April 15. The Provost selects the fellowship recipient. It is anticipated that the Provost's evaluation process will include consultation with the Faculty Development Committee and with the appropriate dean(s) and that, in most cases, the Provost will follow the recommendations of the Faculty Development Committee. The Provost will announce the award at May commencement.

Award Distribution:

Fellowship recipients may receive their financial award in one of two ways, according to their preference. The award can be received as a check (in which case it is taxable income), or it can be placed into an Eastern University account for use in covering research expenses (in which case the funds will not be taxable income).

B. Summer Research Stipends

Summer Research stipends are provided by the University to fund faculty research that takes place outside of the standard, nine-month covenant period. These grants are awarded annually, with the number of awards depending upon budgetary considerations. Each year the total amount of funding will be announced in conjunction with an invitation to make application for it. The first two awards are reserved for junior rank (Assistant level) faculty members (assuming that two qualified proposals are made); the balance of the award funding is open to all tenured/tenure-track faculty. Faculty members who have not received the award in the previous three academic years are given full preference, but recent stipend recipients may receive funding if other eligible applicants have not exhausted it.

- Purpose: To facilitate faculty research and scholarship at Eastern University, especially among junior-rank faculty members.
- Eligibility: Tenured and tenure-track faculty members with terminal degrees. Collaborative projects involving an Eastern University faculty member and student(s) or an Eastern University faculty member and faculty of another institution will be considered. Eligible projects will require *at least* a summer of research. Consequently, faculty with administrative duties during the summer months must secure a letter of support from the appropriate supervisor. Dissertation projects are not eligible. Faculty members may simultaneously apply for the Summer Research Stipend and the Provost Fellowship, but they cannot receive both awards in the same year.
- Grant: $3,000 per stipend.
- Application: March 1 deadline for the current year, submitted to the Provost office.

Applications

Applications should spell out the research or scholarly project being undertaken and should note any expenses involved in the research, as well as other funding sources. It should be noted, however, that stipend

funding is essentially for the *time* spent on research and not only for research expenses per se. The application should include:

- An application cover letter
- A current CV.
- A working title and an overview application narrative of no more than 1000 words.
- A detailed outline of the research to be done, including a description of the overall project, a working bibliography, a budget, a time-line for the research, and the anticipated use of the research results (where and how it might be published or presented).
- Complete contact information (name, address, phone and email) for one internal, and two external, professional references.
- If application is made for both the Provost Fellowship and the Summer Research Stipend then only one application is needed, but the application cover letter should clearly state that both awards are being pursued.

Evaluation Criteria:

- Importance of the Theme: Does the proposed research have clear theoretical or applied significance within the academic field? Is the research approach likely to promote fresh thinking or dialogue between disparate perspectives in the area of study?
- Conceptualization of the Project: Is there clarity and depth in the conceptualization of the project? Is the proposed methodology sound and clear given the theme and academic discipline(s) involved?
- Talent and Preparedness: Does the scholar(s) have the requisite background to address the theme with distinction? Does his/her/their past research record indicate strong promise that s/he will meet or exceed their research goals?
- Likelihood of Dissemination: Is it likely that the results of the research will be disseminated in high-quality academic venues? Will the research support and enhance the teaching of the discipline at Eastern? Does the project have discernible benefits to and impact upon the students in the program(s) in which the faculty member teaches?

Process:

An invitation to apply for stipend funding is extended to the faculty in January of each academic year. Applications are submitted to the Provost, who passes them on to the Faculty Development Committee. The committee then evaluates all of the proposals and presents a ranked list of all applicants to the Provost by April 15. The Provost selects the stipend recipients. It is anticipated that the Provost's evaluation process will include consultation with the Faculty Development Committee and with the appropriate dean(s) and that, in most cases, the Provost will follow the recommendations of the Faculty Development Committee. The Provost will announce the stipend awards in early May.

Award Distribution:

Fellowship recipients may receive their financial award in one of two ways, according to their preference. The award can be received as a check (in which case it is taxable income), or it can be placed into an Eastern University account for use in covering research expenses (in which case the funds will not be taxable income).

6. 14 Lindback Foundation Awards

Distinguished Teaching Award

This annual award is funded by the Christian R. & Mary F. Lindback Foundation. It is awarded to a member of the faculty by his/her peers and so provides a way in which the faculty can honor one of its colleagues for outstanding teaching.

- Purpose: To recognize outstanding, university-level teaching.
- Eligibility: Full members of the faculty who have not received the award and have taught at Eastern for at least three academic years (including the nomination year).
- Grant: $4,000 annually.
- Nominations: Nomination deadline is December 1 for the current academic year, submitted to the Provost's office.

Evaluation Criteria:

The evaluating committee looks for the following qualities in the nominees being considered:

- Teaching that is coherent and lasting in its effects.
- Teaching that is informed by scholarly competence in the discipline.
- Teaching that provides students with a critical view of the fundamentals of the discipline.
- Teaching that relates the discipline to other disciplines and to a Christian perspective.
- Teaching that reflects openness to new ideas that can be articulated and supported.
- Teaching that is fair, free of bias, and aims towards a pursuit of the truth.

Process:

Nominations for the award are solicited by the Provost each academic year in November and should reach the Provost's office by December 1. After that date, the Provost invites the last five Lindback award winners to form a new selection committee. Should any of these five winners be unable to serve, earlier award winners will be invited to take their places. The most recent award recipient will chair the committee, unless the committee itself chooses otherwise. Once formed, the committee is free to request information that is relevant to the selection process (for instance, course evaluations and *curriculum vitae* can be requested from the Provost), to interview and consult with faculty and administration about the relative strength of the candidates, and to observe the teaching of candidates in the classroom. On the basis of this information, the committee will select a winner and communicate this to the Provost by March 15. The Provost will announce the award at May commencement.

Award Distribution:

Award recipients will receive a check during the commencement exercises.

Lindback Foundation Minority Junior Faculty Grant Program for Career Enhancement

These annual awards are funded by the Christian R. & Mary F. Lindback Foundation. The grants are intended to encourage and strengthen the academic lives and productivity of minority junior faculty. The awards may take various forms including funding support for summer or sabbatical leave, funding special research projects, or purchasing equipment to be used in a research project. Eastern University may submit up to three (3) proposals; these proposals must be submitted to the Provost, who will see that the application is received by the Foundation office before the deadline. The total number of grants to be made will depend on the number and size of the requests received by the Foundation, their competitive merit in relation to each other, and their objective quality as determined by the Trustees.

- Purpose: To develop the academic strengths of minority junior faculty members.
- Eligibility: Full members of the faculty who are minorities and have not received the award before.
- Grant: $5,000 to $15,000 annually.
- Application Deadline: February 15.

Process:

Applications are solicited by the Provost in November and should reach the Provost's office by February 15; applications must reach the Lindback foundation by the end of February. The Lindback Foundation will inform the University of the outcome of the selection process. Any awards received by Eastern University faculty will be announced by the Provost at May commencement.

Award Distribution:

Award recipients will receive a check during the commencement exercises.

6.15 Endowed Academic Chairs

Endowed Chairs are extraordinary expressions of the confidence of a donor in the University and in the mission of Christian higher education. The privilege of holding such an appointment brings with it both rights and responsibilities. The honor of occupying an endowed Chair is an expression of affirmation of the University in the high level of competence and performance of a faculty member. To ensure that endowed chairs serve their purpose a number of processes and conditions accompany them.

A. Terms of Appointment to an Eastern University Chair

Appointment to an academic Chair is subject to any and all terms of the bequest that endowed the Chair as well as the normal conditions of faculty employment at Eastern University. None of the conditions and criteria of holding such a chair abridges the rights and responsibilities of Eastern Faculty as spelled out in the Faculty Handbook. Such an appointment does not imply or bestow guaranteed employment for the duration of any unexpired Chair appointment. Nor does appointment bestow any additional rights beyond those given to all tenure-track or tenured faculty members.

1. The term of an appointment will normally be five years. Exceptions will be made where Chairs are designated as having other terms (e.g., visiting or more limited term appointments).

- Initial appointment is made by the President of the University, in consultation with the Provost, appropriate Dean, and the department or program Chair in which the endowed Chair is located.
- Reappointment is not automatic and is subject to review of the performance of the chair occupant in the last semester of the five year appointment. The review will involve the President, Provost, appropriate Dean, and appropriate department or program Chair. Documentation of accomplishment of the chair's major purpose and goals will be provided by the occupant of the chair at the beginning of the tenth semester of holding such a position. The review seeks to provide evidence of the performance of the Chair occupant and continued good fit between the occupant and the Chair, given its stated goals. Reappointment is made by the President.

2. Terms and goals of endowed chairs are described in an official document, to be kept on file in the Office of the Provost. Each endowed Chair will have its purpose and goals spelled out and agreed to by the appointee. Ordinarily, the endowed position will serve to provide greater support for individual scholars to serve the academy, church and community in the research, scholarship and service they provide.

3. Occupants of endowed chairs are expected to meet and succeed in summative evaluation processes, including promotion, tenure and reaffirmation of tenure. Those who do not succeed at these processes are subject to removal from chair appointments.

4. Appointees are expected at their installation or shortly thereafter to present a lecture or scholarly presentation to the larger Eastern community as part of their contribution to the on-going life of the University and academy.

5. The University reserves the right to terminate Chair appointments for reasons of adequate cause or serious inability of the occupant to perform the duties of the Chair. This right shall be exercised by notification of the occupant in writing of a termination of such an appointment by the President of the University, giving reasons for such termination.

B. Benefits for Academic Chairs

1. Course load: An annual one-course release provides additional time for scholarly writing, research and presentations. Hence, the standard academic load for Academic Chairs is three courses per semester.

2. Research Expenses: Chair occupants receive $3000 per year from the Provost Office to support their research. This support is in addition to standard faculty development funding. Funds can be spent on books, technology and travel expenses associated with the chair's research.

3. Other Benefits: The endowment agreement may specify other benefits, unique to the chair in question.

C. The Endowed Chairs at Eastern University

1. The Grace F. Kea Chair of American History (History Department)

2. The Abram S. Clemens Chair of Biblical Studies (Christian Studies)

3. The Templeton Chair of Christian Service Through Entrepreneurship (School of Leadership Development)

4. The John H. VanGordon Chair in History (History Department)

6.16 NEH Summer Stipend Nominations

National Endowment for the Humanities (NEH) Summer Stipend Nominations

The NEH Summer Stipend selection process is very competitive. Only faculty nominated by the University may apply, and NEH only permits two nominations per institution each year. Consequently, it is important that faculty members pursuing nomination be intent on applying for the stipends.

- Purpose: To facilitate the research and scholarship of faculty members at Eastern University.

- Eligibility: Tenured and tenure-track track faculty members with terminal degrees who meet NEH qualifications (for qualifications, see the NEH website).

Applications:

Faculty seeking nomination should notify the Provost Office by submitting a letter of intent to apply for the NEH grant along with a copy of the intended NEH application.

Evaluation Criteria:

- Applications will be evaluated on the basis of the award criteria published on the NEH website.

Process:

The Provost (in consultation with external resources, if necessary) will determine whether the research application is suitable for an NEH Summer Stipend application. The first two suitable applications will receive the nominations; notification of nomination is provided to applicants within about two weeks from the time of application submission.

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Academic Regalia §7.1

The faculty is required to appear in academic procession fully robed at the Fall Convocation, the Honors Convocation, the Baccalaureate, and the Commencement exercises. Any unavoidable absences should be reported to the appropriate Dean in advance of the academic event. Absences from Commencement exercises need to be excused by the Provost. The dates of each of these events are contained in the University calendar. Appropriate academic garb is provided through the Provost's Office for those faculty who do not already have their own. You will need to notify the Provost's Office of your need **at least a six to seven weeks** in advance of events requiring academic garb.

Administration §7.2

University President's Office---------- 610-341-5890

Provost's Office---------- 610-341-1396

Human Resources and Administration ---------- 610-341-1481

Finance and Accounting---------- 610-341-1734

The College of Arts and Sciences ---------- 610-341-5892

Palmer Theological Seminary---------- 610-896-5000

Campolo College of Graduate and Professional Studies---------- 610-341-1395

Nueva Esperanza Center for Higher Education---------- 215-324-0746

The School of Leadership and Development---------- 484-928-4028

The Campolo School for Social Change ---------- 215-769-3100

The Templeton Honors College---------- 610-225-5022

University Registrar's Office---------- 610-341-5853

Warner Library---------- 610-341-5981

DeBlois Library---------- 610-645-9318

Instructional Technology Support Center---------- 610-341-5865

Student Development ---------- 610-341-5823

For additional names and numbers see the Eastern University Campus telephone directory.

Advisory Councils §7.3

Various departments of the University have developed advisory councils. For those contemplating developing an advisory council, there are specific guidelines to be followed. All advisory councils and its members must be approved by the President and the Vice President of Development. (See Appendix 6.9.)

Archives §7.4

Special material relating to the history of Eastern University, faculty dissertations and books are kept in the archives. These materials do not circulate. Contact one of the library personnel for information regarding its use.

Athletic Facilities (St. Davids) §7.5

Faculty members are permitted use of the gymnasium and two of the tennis courts for individual or team sports when such clearance is made with the Director of Athletics to prevent scheduling difficulties. Use of the gymnasium for school activities or special occasions should be cleared through the Conferences and Special Events Office personnel (610-225-5044) who will consult with the Vice President for Student Development and the Director of Athletics.

The following University facilities are available for use by employees and their dependents at those times when not being used by students or University hosted conferences/ events:

Walking path (around the athletic field)	Tennis Courts
Sand Volleyball Court	Ponds for Ice Skating (at your own risk)
Gym	
Outdoor Basketball Court	Fishing (All fish caught should be thrown back.)

In addition, the Fitness Room is available to University personnel. The Fitness Room includes a stair climber, stationary bikes, a rowing machine and Nordic Trac machines in addition to a full range of weight machines. The Weight Room is available during the following hours (hours are subject to change):

Monday - Friday	12:00 pm - 2:00 pm
	7:00 pm - 11:00 pm
Saturday - Sunday	2:00 pm - 6:00 pm

All family members should be accompanied by the adult employee (at all times) when using any of the above facilities. The University is not responsible for any injuries incurred as a result of using University facilities.

Bookstore: St. Davids §7.6

The bookstore has established target dates to receive faculty requests for course texts (for book adoptions for Semester based courses) as follows:

April 15 for Fall Semester

October 15 for Spring Semester

Book adoption forms are delivered to departments approximately two weeks prior to the above dates. If you do not receive a form, please call the bookstore at x5815. It is important to provide as much information as possible including whether a text is required or optional, what the expected enrollment is, and indicate “new only” if used books are not wanted.

The bookstore has numbers for all US publishers and forms for requesting desk copies from publishers. The bookstore will special order any book in print for your personal use.

The University Bookstore, located in Warner after October, 2005, carries, in addition to textbooks, a full line of stationary and office supplies, Eastern University promotional items and sportswear, and snacks. Employees of the University receive a 10% discount on bookstore purchases when showing their University ID.

Budget, University §7.7

The fiscal year of the University begins on July 1. Budgets are normally prepared in December and finalized by the beginning of February. The overall instructional budget is prepared by the Provost, in consultation with the Academic Deans and other administrative personnel, for submission to the President and the Vice President of Finance and Operations. The final budget is approved by the Finance Committee of the Board of Trustees and, in turn, the Executive Committee and the full Board of Trustees at its annual meeting.

Instructors are asked to anticipate their needs early in the school year and make requests to the appropriate Dean's Office through their departmental or divisional chairs. Departmental and divisional chairs should include all anticipated expenses, including students on work study, instructional supplies, equipment, replacement of equipment, audio-visual materials, stationery, and the like. It should be noted that the administration is under strict orders from the Board of Trustees to maintain a balanced budget.

Buildings and Grounds §7.8

The care and upkeep of buildings and grounds are under the supervision of the Director of Campus Services and the Committee of the Board of Trustees. The faculty are encouraged to assist in the proper maintenance of the buildings and grounds and to suggest improvements in this aspect of the learning environment through written communication with the Office of Campus Services.

Individuals responsible for buildings, classrooms, offices or equipment are expected to report all needs for repairs, replacements, or alterations. Needed repairs to office equipment must be reported by submitting a Plant Operations Work Order via Eastern's intranet. If it is a matter of great urgency, a telephone request is appropriate. Requests other than routine repairs involving outside service must be channeled by way of purchase requisition. No alterations or improvements to campus residences, interior or exterior, may be made without the approval of the Director of Campus Services. Other provisions of occupancy are given in the lease agreement required of each tenant.

Catalogs §7.9

Copies of the various Eastern University catalogs may be obtained from the Registrar's Office. There are separate catalogs for the Undergraduate School, the Seminary, and the Campolo College of Graduate and Professional Studies. A collection of catalogs from selected other colleges is kept in the Registrar's Office. Many more catalogs are available on microfiche and Internet in the Library.

Chapel Services §7.10

St. Davids campus chapel services are conducted each Wednesday throughout the school year from 10:00 until 10:50 AM under the direction of the campus chaplain. Attendance is voluntary. Faculty members are strongly encouraged to support these worship services as a means of personal spiritual growth and as a model to the students. Faculty members may be asked to involve themselves in the program from time to time as speakers, panel members, and discussion leaders.

Conferences and Special Events §7.11

Arrangements for special programs and events requiring any University room or space use (inside and out), special equipment, special set-ups, or custodial assistance must be made through the Conferences and Special Events Office.

Convocations §7.12

There is one formal convocation a year at Eastern University: the Fall Academic Convocation. This is a required event for faculty and on-campus students as it has a specific purpose within the context of the mission of Eastern University.

The Fall Academic Convocation

The Fall Convocation is the formal introduction of the new academic year. At this ceremony new faculty are installed, new programs and other campus developments are announced and the theological core of Eastern's educational philosophy is reaffirmed by the formal signing of the doctrinal statement.

The Honors Convocation

The Honors Convocation comes at the beginning of the second semester and has as its general purpose to honor student achievement. At this ceremony the deans announce those students who have achieved a high level of scholarship in several areas.

Credit Union §7.13

Participation in the Norristown Bell Credit Union is available at the employee's election. A variety of financial services are offered to University employees. The credit union is located at the American Baptist Convention headquarters in Valley Forge – the same location housing the University's Campolo College of Graduate and Professional Studies. The credit union may be reached at 610-687-2020.

Equal Opportunity/Affirmative Action Policy §7.14

Eastern University is an Equal opportunity employer and does not discriminate against any person because of race, color, gender, age, marital or parental status, ethnic or national origin, or physical disability except as such conditions may constitute bona fide occupational or assignment qualifications. For the full policy statement see Appendix 7.2.

Faculty Lounge §7.15

A St. Davids campus faculty lounge is located on the second floor of McInnis, for the relaxation of the faculty and staff. There are facilities for preparing light meals. Faculty members are requested not to use the lounge for counseling with students or for committee meetings, since such use would deny colleagues access to the room.

Faculty Offices §7.16

Assignment of offices is made by the appropriate Dean, in consultation with the Provost. A desk, chair, filing cabinet, and bookcase are provided in each office. Due to space limitations, there are no private offices for affiliate and adjunct faculty, and some full-time faculty may be called upon to share offices. Ordinarily, senior faculty in a department will have first choice on office space that becomes free in their area. Every effort will be made to cluster department offices near each other.

Faculty Workshops §7.17

Faculty workshops are held three times a year: near the beginning of the new academic year, before the beginning of the spring semester in January, and in May (after University Commencement). These meetings provide opportunities to consider major themes for the year,

professional enrichment, and academic planning. Faculty members will be given notice of the dates and receive agendas well in advance. The Fall event is normally planned as a social event, a dinner for beginning the Academic year. All full-time faculty members are required to attend these workshops. Administrators with faculty status are welcome to attend. Seminary workshops are required only for Seminary faculty and follow a different schedule and may substitute for the spring and May University faculty workshops.

Furniture §7.18

All school furniture assigned to an office is numbered, and the numbers are carried in the school inventory file. No equipment is to be moved from one office to another or purchased without securing appropriate permission. The Registrar's Office is in charge of all classroom furniture, and the appropriate dean's office is in charge of faculty and departmental office furniture and equipment.

Grant Seeking and Administration §7.19

Faculty are encouraged to develop grant proposals to help underwrite programs and/or materials. The Vice President for Development currently serves as Eastern's Grant Officer. To assist in making the proposal process smooth and effective for all concerned, a special procedure has been designed, along with an application routing form. **If you are intending on filing a grant proposal, all faculty must coordinate with the Development office in order to avoid duplication or competing with other grants the University may be seeking from the same foundation.** (See Appendix 6.10.)

Housekeeping §7.20

The care and upkeep of University buildings are under the supervision of the Director of Campus Services. Irregular conditions or situations should be reported to this office.

ID Cards §7.21

All faculty are required to obtain a photo ID Card at the time s/he begins his/her position. The ID Card should be produced when making purchases in the bookstore, when checking out materials from the University Libraries, and upon request from any Security Personnel. The ID Card may also be used to gain access to certain buildings on campus and to various campus events either for free entry or for reduced ticket prices. Arts and Science and GPS faculty can obtain photo ID cards from the Receptionist in Walton Lower Lobby at the St. Davids campus. Palmer Seminary faculty can obtain ID cards from Auxiliary Services in Palmer Hall at the Wynnewood campus.

Inclement Weather Policy §7.22

University closings due to inclement weather are broadcast on KYW News Radio (1060 AM). The University's code numbers are:

St. Davids Campus: 496 Day Classes (8:00 AM - 4:00 PM)

St. Davids Campus: 2496 Evening Classes (4:00 PM - 10:00 PM)

Non-traditional GPS-Valley Forge, Main Campus: 1207

Palmer Theological Seminary: 385 Day Classes

Palmer Theological Seminary: 2385 Evening Classes

Instructional Technology Support Center (ITSC) at St. Davids §7.23

The Instructional Technology Support Center, located in McInnis 302 at St. Davids campus, coordinates the scheduling, maintenance, upgrading, purchasing, and implementation of all audio/visual, computer presentation, and classroom technology equipment for that campus. The Instructional Technology Support Center also provides for training and support related to the use of technology by students, faculty, and administration. The operation of the McInnis 300 Video Classroom is overseen by the Instructional Technology Center. This facility is provided with staff for the recording of classes and the maintenance of the equipment within the classroom and control room. All events on campus requiring audio/visual support are required to notify the ITSC staff or those needs in advance of the event. The staff of the Instructional Technology Support Center stands ready to discuss with all students, faculty, and administrators any technology needs for any program of study, teaching, and/or research.

Intellectual Property Policy §7.24

In the complex world of research, curriculum and course development, not everything done by a faculty member is owned by the faculty member. Eastern University has adopted policies governing the rights and ownership of intellectual products by its faculty members, as well as their use with other course delivering and degree granting organizations. For the full policy, please see Appendix 7.1.

Keys §7.25

Keys for offices, classrooms and other University buildings at St. Davids are secured from the Office of Campus Services. Prior approval from the Dean of Undergraduate Arts and Sciences is required to secure keys to rooms in McInnis Learning Center and for Andrews Hall at the St. Davids Campus. Faculty who have keys to main entrances are reminded always to lock doors upon leaving. Keys should not be in the hands of unauthorized persons. Lost keys should be reported immediately to the Office of Campus Services. Those whose offices are at GPS-Valley Forge or Palmer Seminary in Wynnewood should contact the Deans of those units for information in obtaining keys or swipe cards for access to buildings and offices.

Libraries §7.26

Faculty have access to 54 libraries in PALCI (the Pennsylvania Academic Library Consortium Inc) and 45 libraries in TCLC (the Tri-state College Library Cooperative) and to both Warner and Austin DeBlois Libraries. Eastern IDs and letters from Warner Library are required for access to libraries other than the Eastern University collections. The Schools are listed on the library homepage (www.eastern.edu/library/index.html). In addition the University houses the Helen Craymer Curriculum Lab collection in McInnis at St. Davids.

1. Warner Library (St. Davids)

The services of the Frank Warner Library are described in the Library Guide published by the library staff. The library staff seeks to work closely with the faculty. Faculty can assist these efforts by close communication about the nature of work being done in specific classes. The Faculty Secretary provides the library with course syllabi so that the staff may assist students in carrying out assignments.

Library hours are printed in the Library Guide. Any changes in schedule or services are announced in communications from the librarian. Recommendations for additions to be made to the library's collections from faculty members should go to the librarian after being approved by the department or divisional chairs. The Director of the Library is charged with keeping the

recommended expenditures within the allotted budget. Faculty are asked to be sensitive to the fact that there are many more recommendations for library purchases each year than are able to be purchased due to the limitations of the University's financial resources.

Each faculty member is encouraged to carefully read the communications coming from the library. Faculty should announce a library plan or program to students only after it has been discussed with the librarians and adequate provisions have been set up to handle student requests. Faculty should make sure that materials are available before making assignments. Information on the following topics can be found in the Library Guide: book selection, hours, inter-library loans, loan privileges, order forms, periodicals, reference services, reserve books, staff, and the Warner Library Building. The Director of the Library stands ready to discuss with each faculty member the special needs of his/her program of teaching and research.

2. Austin K. DeBlois Library at Palmer Theological Seminary (Wynnewood).

The Austen K. deBlois Library is located on the campus of Palmer Theological Seminary. The Library's primary goal is to support the current curriculum of the Seminary and the Seminary's core identity as expressed in its mission statement, "The whole Gospel for the whole world through whole persons." As an American Baptist institution, the Library also has a special responsibility to provide denominational resources for American Baptist Churches USA and other Baptist groups. In addition, the Library is well known for extensive collections in Black and Hispanic studies, whose continued development and support is given the highest priority.

Regular Eastern University faculty have full faculty borrowing privileges. Adjunct faculty may borrow up to 10 books at a time for four weeks. EU faculty are strongly encouraged to visit the deBlois Library to obtain materials. (Requests for deBlois Library materials through Warner Library interlibrary loan may take up to a week to process and incur costs for both libraries.) EU faculty must bring a valid Eastern University I.D. in order to check out materials. EU faculty may also make interlibrary loan requests through the deBlois Library at no charge.

The Austen K. deBlois Library is a member of the Southeastern Pennsylvania Theological Library Association (SEPTLA) and the American Theological Library Association (ATLA). Only Seminary faculty may use other SEPTLA-member libraries provided they bring a valid Palmer Seminary I.D.

For additional information about the Austen K. deBlois Library, please visit the Library website at www.palmerseminary.edu/library/library.htm.

Mail (St. Davids) §7.27

The mail room is located on the ground floor of Walton Hall. From there mail is distributed periodically throughout the day to the faculty mailboxes located in McInnis Learning Center and Andrews Hall. Each faculty member is assigned a mailbox, and all mail is directed through this box except for packages that are too large. In this case one receives a notice that a package is to be picked up at the mail room Campus mailboxes may not be used for advertising for personal or business matters. Permission to circulate mail to student mailboxes must be secured from the Dean of Students.

Office Hours §7.28

Each faculty member is expected to post and keep regular office hours for consultation with students, and carrying out other related University activities. Office hours should not be less than five hours per week. They should include sufficient time on different days so that students

may arrange conferences with a minimum of difficulty. Faculty members should list office hours on all course syllabi.

Parking: See Vehicles: Registration and Parking

Photocopying (St. Davids) §7.29

Copy machines are located in various locations on campus, to be used by the faculty of the appropriate programs. These copy machines are not suited for heavy use. If one needs more than 25 copies, arrangements should be made ahead of time with the appropriate secretary to have copies made at the Copy Center in Walton Hall. Faculty are encouraged to take materials directly to the Copy Center when possible.

Public Relations §7.30

Public relations for the University are under the supervision of the Executive Director of Communications. All news releases, except the results of sporting events and student academic progress to home town papers, should be channeled through the public relations office. Information about events of interest to the public should be typed out and sent to the Communications Office.

Purchasing Procedure §7.31

Requests for equipment and supplies should be filled out on a requisition form and approved by the departmental chairman. Program director and the appropriate Dean for submission to the Vice President for Finance and Operations. Under no circumstances should purchases be charged to the University without a properly executed purchase requisition. Should unauthorized charges come to the business office, the University may disclaim the liability for such charges. Eastern University holds a tax-free status so that purchases for the University need not pay taxes and can ensure that it does not by the procedure given above.

Secretarial Services §7.32

Secretarial service is available to instructors for the production of course syllabi and examinations on a very limited basis. There is a Faculty Administrative Assistant in the Dean of the College of Arts and Science office who serves a large number of regular and affiliate members of the faculty. Several departments and/or divisions have part-time secretaries, but much of their time is spent with administrative details. Each department has its own rules and customs. Colleagues are urged to consult with one another and with the secretarial staff to ascertain what these are. In view of these limitations, faculty are encouraged to make use of their own computer skills and to use their personal computers or the computers available in the Faculty Computer Room for the production of these and other academically related materials.

The following guidelines should be observed by those who are unable to do their own typing in submitting examination and syllabi to the appropriate secretary: (1) Examinations or other confidential material should be marked “Confidential.” (2) A good readable copy should be submitted so that mistakes can be avoided. (3) The material to be produced should be given to the secretary ahead of time (two weeks, not counting weekends, if at all possible) to permit its being done without rush. Particular attention should be given to this suggestion at the busy times of the semester (the beginning, mid-term, prior to final examinations) (4) Completed work is kept in the office of the Faculty Secretary; professors are generally notified by phone or note when their work has been completed. If one of the faculty secretaries has time available, s/he is available to assist the faculty in the mechanics of the production of other academically related work, such as

other classroom related materials, scholarly writing, and the like. Faculty are encouraged to develop personal computer skills which will enhance academic efficiency while making it possible for the secretarial staff to effectively assist the large number of faculty with academic-related work.

Security §7.33

The University is served around the clock by trained, campus security officers. Each campus security guard, among other things, closes windows left open, locks doors and turns off all but safety lighting. Faculty and staff are requested to assist security by closing all windows and locking all doors when they are the last person to use a classroom or office and by turning out lights whenever they are the last to leave a room. When anyone unlocks McInnis Learning Center entrance doors after closing hours or on weekends, he/she is asked to be sure to lock the doors again before removing the key and before ascending stairs or entering halls. All such doors are equipped with crash bars for exit purposes. Upon leaving the building, the doors should be tested to make sure that they are actually locked. Security maintains an office in the lobby of Walton Hall. If an emergency arises after normal working hours, the security officer may be reached on the campus telephone, extension 1737.

Sexual Harassment Policy §7.34

Eastern University does not tolerate sexual harassment of any sort, physical or verbal. Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Acet of 1964, Title IX of the Educational Amendments of 1972 and of the Pennsylvania Human Relations Act. A full definition and indication of how to handle and what to do with sexual harassment is contained in the Sexual Harassment Policy found in Appendix 7.1.

Smoking §7.35

In accordance with school policy, we ask that you refrain from smoking anywhere, inside or outside, on Eastern University's campuses as well as at all locations where Eastern University classes are held. We appreciate your cooperation.

Swimming Pool §7.36

Eastern University Swim Club memberships are available to full-time and part-time employees of the University at a reduced rate. The current rates are:

Family $50

Single $25

The rates include use of the tennis courts in addition to the pool. The Swim Club operates from Memorial Day through Labor Day.

Information regarding membership and hours of operation are available from the Conference Office.

Telephones §7.37

Telephone calls can be made by dialing 9, then the phone number from office phones. Office phones have direct dial numbers, without the aid of a switchboard, and voice mail for each phone. Faculty offices include telephones with direct dial capabilities. The University switchboard sends monthly bills based on calls from each number. All personal calls are to be recorded and paid for in a timely manner. Be sure that unauthorized calls are not made on office phones.

Transportation, University §7.38

The University owns vehicles that may be available for authorized academic field trips, service groups, and athletic events. Arrangements should be made well in advance for the use of these vehicles through the Athletics Office and the Director of Vans. Drivers must be approved by taking a test administered by the Security Office.

Vehicles: Registration and Parking (St. Davids Campus) §7.39

All faculty are required to register their vehicle(s) with Security at the St. Davids campus. A Vehicle Registration Form is to be completed and forwarded to Security at the time of employment and, subsequently, each time one purchases a new vehicle. Security will issue a parking permit sticker which must placed in the lower, driver's side, corner of the rear window. Vehicle Registration Forms may be obtained from Security (610-341-1737) or Human Resources 610-341-1481.

Faculty are requested to park only in those parking areas that are designated for faculty, staff, and administration. This is necessary to prevent blocking of service and delivery areas and hindering snow removal/emergency response.

Vehicles violating the parking regulations may be subject to fines and/or towing at the owner's expense.

Weather: See Inclement Weather Policy

Windows on the World §7.40

Windows on the World is a campus-wide forum, Fridays 10:00 to 10:50 am, for faculty/student interaction on the hard questions and tough intellectual challenges facing Christians in a pluralistic world. The role of Windows is to provide a strong intellectual campus-wide forum as a place where faculty and students enter into dialogue/debate in a proactive manner and think Christianly as they wrestle with the real complexities of our time. In addition to Eastern's faculty, guests including scholars, artists, civic, and professional leaders are featured at this forum.

Workshops, Faculty: See Faculty Workshops

7.1 Sexual Harassment Policy

Sexual Harassment is against the law

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and of the Pennsylvania Human Relations Act. Federal law prohibits sex discrimination in educational institutions. Sexual harassment is a violation of current federal and state laws prohibiting sex discrimination.

Eastern University does not condone and will not tolerate any behavior—verbal or physical---by members of the board or employees who are members of the faculty, administration, staff, or student body that constitutes sexual harassment in any form against any members of the University community.

Definition of Sexual Harassment

Sexual advances, requests for sexual favors, inappropriate behavior, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) such conduct is pursued among persons who have not mutually (implicitly or explicitly, verbally or non-verbally) consented to such conduct; (2) a pattern of singling out members of one sex for disproportionate attention with elements of emotional or physical pressure; (3) submission to such conduct is made, either explicitly or implicitly, a term of condition for a person's employment, advancement, or matriculation at Eastern University; (4) submission to, or rejection of, such conduct is used as the basis for employment or academic decisions; (5) such conduct has the purpose or effect of substantially interfering with an individual's work/academic performance or creating an intimidating, hostile, or offensive residential/working/academic environment.

Procedure in Dealing with Sexual Harassment

If you believe you are a victim of sexual harassment, before you report the incident, it is suggested that you

1. Say, "No!" to the offender. Make it clear that you do not approve. Respond immediately and directly to the offender to indicate that the behavior or remark is not acceptable. Do not ignore the problem. Experience shows that this only makes things worse.
2. If you are unsure that your experience was sexual harassment, you are encouraged to discuss it with a trusted friend, colleague, mentor, or faculty member on an informal basis.
3. Keep a written record of the harassment. Include the date, time, place, and any other relevant circumstances. Record your response to the harassment. Keep all relevant correspondence that may be used as evidence of harassment, such as "love notes" and memos. Keep these in a safe place.
4. Find out if someone saw the incident or your reaction immediately after the incident. S/he may be a witness for you. Take names and phone numbers for future references.
5. Ask for and collect copies of past evaluations or anything that will show the quality of your work. You have the legal right to access your personnel files.

Institutional Response to Cases of Alleged Sexual Harassment

A. Initial Information

(1) Members of the Eastern faculty and staff are encouraged to report information regarding an alleged incident of sexual harassment to the appropriate Dean, the Chairperson of the Gender Issues Committee, or the Affirmative Action Officer.

(2) The identity of the complainant and the alleged offender will remain confidential; only those directly involved in the alleged incident and its investigation will have access to the victim's identity.

B. Investigation

The victim of sexual harassment has two options: either to pursue an informal grievance, as outlined below; or to file a formal grievance, also outlined below. The victim of alleged sexual harassment is not obligated to pursue an informal grievance before filing a formal grievance, but is encouraged to do so.

To initiate an **informal grievance,** the victim of the alleged harassment should inform the appropriate Dean(s), Chairperson of the Gender Issues Committee, or Affirmative Action Officer of his/her intent. The victim should submit a written statement of the incident(s) or allow his/her verbal testimony to be taped and transcribed.

The Dean(s), Chairperson, or Affirmative Action Officer will then notify the accused party of the grievance and will provide that party with a copy of the written statement as well as a copy of the University's policy statement of sexual harassment.

The Dean, Chairperson or Affirmative Action Officer will seek to resolve the complaint informally in a manner satisfactory to both the complaining party and the accused party.

If the complaint is not resolved to the satisfaction of both parties, the complaining party may elect to initiate a formal grievance.

If a formal grievance is not pursued within ninety (90) days of the informal grievance, all records pertaining to the case will be destroyed.

A faculty member who, in good faith, believes s/he has been sexually harassed by a member of the Eastern University community may initiate **a formal grievance** by filing a complaint in writing to the appropriate Dean(s), Chairperson of the Gender Issues Committee, or Affirmative Action Officer. The complaint may be made verbally, with the understanding that the testimony is to be taped and transcribed. The signature of the complaining party must be on the written complaint.

Upon receipt of the complaint, the Dean or Affirmative Action Officer will open a file for the case.

A special committee appointed by the Dean or Affirmative Action Officer and composed of a male faculty member and a female faculty member will investigate the case. The Vice President or appropriate authority in the areas of the accused will be informed of the allegation and will be invited to be part of the investigative committee.

Within ten (10) days of receiving the complaint, the accused party must submit a written response to the complaint. Both parties are entitled to choose representatives from the campus community to help prepare for and to attend the grievance hearing.

The accused party may waive the hearing.

C. Hearing Procedures

The investigative committee will conduct a hearing to review whatever information is necessary to resolve the complaint.

The hearing will take place within thirty (30) days of the original complaint; the date and time will be set by the Dean or Affirmative Action Officer after conferring with all parties involved.

A record will be kept of the hearing on audio tape.

Both parties and/or their representatives may submit a list of required witnesses to the Dean or Affirmative Action Officer at least ten (10) days before the hearing; both parties are entitled to the witness list of the other party.

The investigative committee may also request witnesses not included on either party's list, and must notify both parties of such witnesses.

If witnesses are unable to attend, their written testimonies may be accepted by the committee.

The investigative committee will not be bound by strict rules of legal evidence, but will confine investigation to relevant areas of employment related behavior.

Both parties and/or their representatives may present evidence and question any witness present, subject to the approval of the committee.

Both parties and/or their representatives may challenge committee members for bias or conflict of interest before the hearing begins.

After the close of the hearing, both parties and their representatives will be excused from the room and the committee will meet in executive session to deliberate. The deliberations will be based solely on the evidence presented at the hearing. If a hearing has been waived by the accused, the committee will base its findings on written evidence presented as part of the case file.

The committee will deliberate until consensus is reached.

The committee will transmit copies of its decision in writing to all parties within thirty (30) days of the close of the hearing.

The record of hearing proceedings, findings, and recommended sanctions shall be retained by the appropriate authority as a permanent record.

D. Disciplinary Sanctions

The following sanctions are those, which may be involved when formal disciplinary action is taken:

1. Disciplinary Probation;
2. Leaves of Absence;
3. Suspension (with or without pay); or
4. Dismissal.

E. Appeals

A disciplinary decision may be appealed to the President of the University within one week of written notification of the disciplinary decision. A copy of the appeal letter should be sent to the Chairperson of the investigative committee.

The President will review all written evidence, including a record of the hearing, speak with all parties who are directly involved and return a written judgment within thirty (30) days of the filing of the appeal.

If the President is the accused party, the decision to appeal must be filed with the Chairperson of the Board, within one week of written notification of the disciplinary decision.

7.2 Equal Opportunity/Affirmative Action Policy

In compliance with Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, and Executive Order 11246, as amended by E.O. 11375, Eastern University adopts the following policy:

Eastern University is an Equal Opportunity Employer and shall not discriminate against any person because of race, color, gender, age, marital or parental status, ethnic or national origin, or physical disability except as such conditions may constitute bona fide occupational or assignment qualifications. The University will state its position as an Equal Opportunity Employer through all advertising and job notices. Whenever appropriate, the University will require the University to be in compliance with Executive Orders 11246 and 11375. Whenever applicable, all major contracts will include the phrase "An Equal Opportunity Employer."

Eastern University affirms its position as a Christian University of the liberal arts and sciences and asserts its right to employ persons who subscribe to the intent, mission, and doctrinal position stated in the University catalog.

All persons who have hiring authority will be asked to review their present personnel policies and practices in an effort towards assuring that equal opportunity is being implemented and that no employee or applicant for employment, promotion, and tenure shall suffer any form of discrimination.

Affirmative Action Procedures

A. Recruitment and Hiring

1. Teaching faculty, administrative professionals, staff, and all members of the University community are to be informed of the University's status as an Equal Opportunity Employer. Thus, when vacancies occur, the appropriate Department Chairperson, Vice President, or Administrator will be advised to include among his/her recruiting sources those specializing in women and multi-cultural placement. The Affirmative Action Officer will serve in an advisory capacity for purposes of hiring personnel and assisting selection committees to identify these sources.
2. Application forms used in hiring will include the phrase: "An Equal Opportunity/Affirmative Action Employer." Pre-employment records will be advised to identify gender, ethnicity and other data as required by the U.S. Department of Health and Human Services. Therefore, along with the job application, new applicants, both full and part-time, will receive a form requesting appropriate data. A statement will appear on this form notifying the applicant that the data are necessary to provide information to federal agencies concerned with discrimination and will not be incorporated into the individual's personnel file. These data will be placed in a confidential file and used only for the purposes of evaluating, updating and monitoring the Equal Opportunity Policy.
3. All employment opportunities (except faculty appointments) will be announced to the University community prior to external advertisement. Persons from multi-cultural backgrounds and women will be encouraged to apply for positions of advancement for which they are qualified.
4. All advertisements for job vacancies must be submitted to the Affirmative Action Officer to determine that the information in the advertisement is consistent with the requirements of the Equal Opportunity Policy. Any recommended change will be made in consultation with the department and/or administrative area. The

advertisements will then be forwarded to the Human Resources Office for placement in the publication and/or newspaper selected by the department and/or administrative area. The Affirmative Action Officer will also recommend publications and media that are inclusive.

5. The Vice Presidents must submit an annual report to the Equal Opportunity Committee (EOC) summarizing the gender and ethnic background of applicants and new hires, both full and part-time.

B. Promotion, Tenure, and Compensation

Eastern University will not discriminate in the areas of promotion, tenure, or compensation.

All non-majority persons and women who are eligible will be encouraged to participate in the promotion and tenure process for faculty as soon as the necessary criteria have been met. These individuals will receive guidance from the Provost, the appropriate Dean, the department chairperson, and the Faculty Development Coordinator.

Non-majority persons and women will be compensated the same as majority persons. This will include salary and other employee benefits.

C. Coordination and Responsibility

Affirmative Action Officer

The Affirmative Action Officer, appointed by the President, will be a permanent member of the Equal Opportunity Committee. It shall be the responsibility of the Affirmative Action Officer to develop and implement the plan outlined herein.

Duties of the Affirmative Action Officer include (1) Serving as a resource person to the Vice Presidents, departmental chairpersons and administrative personnel who are involved in the hiring and promotion and tenure decisions. In this capacity, the Affirmative Action Officer will provide information concerning sources for identifying qualified women and non-majority persons; (2) Consulting with departmental chairpersons and others concerned with employment practice problems; (3) Reviewing advertisements for job vacancies submitted by departments and administrative areas; (4) Supervising the development of a file and information bank concerned with equal employment opportunity; (5) Serving as a liaison between the University, state and federal enforcement agencies; (6) Serving as a liaison between the University and multi-cultural and women's organizations as well as community action groups; (7) Reviewing, in conjunction with the Equal Opportunity Committee, Eastern University's Equal Opportunity Policy based on a University-wide audit and reporting system; (8) Recommending directly to the appropriate Vice President compliance solutions to problems; (9) Developing procedures for both internal and external dissemination of information concerning Equal Opportunity policy; (10) Designing, in conjunction with the Equal Opportunity Committee, a system for follow-up with individuals involved in decisions affecting employment and promotion practices for purposes of identifying procedures that were used for attracting qualified non-majority persons and female applicants. (11) Serving as a resource person to University employees regarding grievance procedures as outlined in the plan. These grievances must pertain to issues related to the Equal Opportunity Policy.

Equal Opportunity Committee

The Equal Opportunity Committee will be composed of ten members, one of whom is the Affirmative Action Officer, at least two of whom are faculty, at least two of whom are staff, at least four of whom are women, and at least three of whom are non-majority persons. Duties of

the Committee include (1) Annually reviewing the Equal Opportunity Policy; (2) Developing procedures for monitoring the Equal Opportunity Policy; (3) Designing and disseminating questionnaires for reporting personnel decisions by academic and administrative departments; (4) Gathering information concerning job openings for each academic year resulting from the creation of new lines, sabbaticals, grants, retirements, leaves of absence and resignations; (5) Gathering data concerning promotions and sabbaticals; (6) Examining all benefits including insurance and retirement plans as well as policies pertaining to pregnancy and maternity leave, to assure compliance with the principle of non-discrimination; (7) Gathering information regarding all job applicants in terms of ethnicity and gender; (8) Implementing the Equal Opportunity Policy; (9) Updating the University employee profile in relation to gender and ethnicity; (10) Developing guidelines for all positions, notices and advertisements for departmental compliance; and (11) Receiving and processing of grievances.

D. Communication and Dissemination

The clause "An Equal Opportunity/Affirmative Action Employer" will be included in all of the following:

- individual contracts for teaching faculty;
- as appropriate, University contracts with contractors and sub-contractors;
- the University faculty handbook;
- the University staff handbook;
- the student handbook;
- job applications for full and part-time teaching faculty, non-teaching professionals and staff;
- recruitment materials and job advertisements for all personnel vacancies.

E. Community Responsibility

Eastern University will continue to provide an educational opportunity to educationally disadvantaged students through the Cushing Center for Counseling and Academic Support. Individuals from the University will be encouraged to continue working with community groups and organizations particularly as they relate to the economically and educationally disadvantaged.