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EDGEWOOD COLLEGE MISSION STATEMENT

Edgewood College, rooted in the Dominican tradition, engages students with a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth.

Approved by the Board of Trustees May 3, 2006
I. Introduction to the College

EDGEOWOOD COLLEGE VISION STATEMENT

To be a college of choice where students are transformed within a highly engaged, integrated learning community committed to personal fulfillment and the common good.

Approved by the Board of Trustees May 3, 2006
I. Introduction to the College

EDGEWOOD COLLEGE IDENTITY STATEMENT

Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of learners that affirms both its Catholic heritage and its respect for other religious traditions. The liberal arts are the foundation of all our curricular offerings in the humanities, arts, sciences, and professional programs. Committed to excellence in teaching and learning, we seek to develop intellect, spirit, imagination, and heart. We welcome women and men who reflect the rich diversity of world’s cultures and perspectives. We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice, and partnership.

Approved by the Board of Trustees May 3, 2006
I. Introduction to the College

OUR COMMITMENT TO DIVERSITY AND INCLUSION

Learning: Anchored in our Dominican heritage…

1. Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of leaders that affirms both its Catholic heritage and its respect for other religious traditions and spiritual perspectives.
2. Dominicans are called to preach the Gospel as a way to nurture relations among people of every rank and class, based upon recognition of their basic needs, human dignity, and infinite value.
3. A Sinsinawa Dominican education celebrates a diverse and collaborative community. Students are taught to share their talents and insights, to collaborate with others, to recognize diversity and differences in our world with respect.
4. In that tradition, we welcome people who reflect the rich diversity of the world’s cultures, perspectives, and experiences.

Beliefs: What does this really mean to us…

1. Injustices and inequalities of power and privilege are the reality in our world, and their existence serves to perpetuate both overt and subtle discrimination, intolerance, hate, micro-aggressions, and attitudes of indifference.
2. Each of us has the ability and responsibility- in our pursuit of justice- to address inequalities in all aspects of our institutional life that interfere with the fulfilling of our mission, vision, and values.
3. Diversity is an essential element of meaningful teaching and learning. It presence deepens and makes more authentic our search for truth through multiple perspectives.
4. Our commitment to diversity and inclusion draws us into the world and invites the world to our college. It acknowledges our mutual dependency and shared responsibility for each other and the common good.

Actions: What we are called to do…

Edgewood College Diversity Statement
1. Introduction to the College

1. We seek to create inclusive living, learning, and working environments that reflect the demographics of the communities we serve and that foster open, compassionate, and thoughtful dialogue and engagement with other another.

2. We expect all members of our College to assume responsibility for understanding and engaging with the diverse individuals and communities that comprise our learning community, with particular attention to groups that have historically been marginalized in society and institutions of higher education.

3. We will acknowledge and confront inequalities and injustices, including those that negatively impact teaching and learning and those that exist at institutional level-structures, policies, and practices.

4. We will ensure that ongoing opportunities for learning and professional development around issues of diversity and inclusion exist for our students, faculty, and staff.
I. Introduction to the College

Sinsinawa Dominican Mission Statement

As Sinsinawa Dominican Women, we are called to proclaim the Gospel through ministry of preaching and teaching in order to participate in the building of a holy and just society.

Our Sinsinawa Dominican heritage is deeply rooted in the apostolic spirit of our founder, Samuel Mazzuchelli, OP and the sisters who have gone before us.

We are joyful, contemplative women who trust in Providence and hunger for truth.

Essentials for us are apostolic common life, prayer, study and ministry.

We commit ourselves to personal responsibility for forming life-giving communities, participating in decision-making, and shaping our common future.

We believe that the heart of ministry is relationships: relationship with Jesus, with the Church, with one another, and with the whole human family.

Standing in partnership with others, we reverence and embrace God’s gift of creation.

Sinsinawa Dominican Values: Truth, Compassion, Justice, Community, Partnership
I. Introduction to the College

History of Edgewood College

In 1881, Governor Cadwallader C. Washburn gave his Edgewood Villa and 55-acre wooded estate on the shore of Lake Wingra for the Dominican Sisters of Sinsinawa. They moved St. Regina Academy, which had been located in downtown Madison, to the Edgewood site and, after a tragic fire in 1893, rebuilt the school as Sacred Heart Academy, which was later separated into Edgewood High School and Edgewood Campus School. In 1927, Edgewood College was founded as a junior college for women with a two-year liberal arts curriculum, housed in the same building as the high school. The senior college developed in 1940, focusing on the preparation of teachers, and the first Bachelor of Science degrees in education were awarded in 1942. Marshall Hall, originally built in 1864, was converted for use as a college residence hall in 1941-42, becoming the first distinctively collegiate building separate from high school facilities. The North Central Association of Schools and Colleges first accredited Edgewood as a senior college in 1958; its most recent ten-year accreditation was completed earlier this year.

Mazzuchelli Biological Station, Regina Hall, DeRicci Hall, the gymnasium, and Weber Hall were built as Edgewood College flourished through the 1950’s and 60s. The Oscar Rennebohm Library was completed and opened for use January 1991, and the Sister Marie Stephen Reges Hall was ready for occupancy by resident students in fall 1994. The Sonderegger Science Center opened in January 1999. Its opening marked the completion of Phase 1 of the Campus Master Plan which included a new entrance from Monroe Street and a multi-level parking structure. The Sonderegger Science Center is the home for the nation’s first “Kindergarten through College” science education model. Ground breaking for the Henry J. Predolin Humanities Center took place in June 1999, and the building opened in August 2000. The beautiful, welcoming entrance functions as the “front door” of the College. The Predolin Center houses the Campus Assistance Center, the Anderson Auditorium, a café, lounge, and recreation area in the Commons, the Center for Diversity and Inclusion, and includes the President’s and the Dean of Student’s offices, and other faculty offices and classrooms. Male students began arriving on campus from Holy Name Seminary in the mid-1960’s, and in 1970 the campus became officially co-educational. Non-credit adult education classes were initiated that same year, followed by the undergraduate Weekend Degree Program in 1979. In 2002, the Returning Adult Accelerated
I. Introduction to the College

Degree Program was launched with a program in business administration. Accredited master’s degree programs in business administration, education, and religious studies were introduced in 1985; since then, graduate programs in nursing, accountancy, and marriage and family therapy have been added. A doctoral program in education was added in 2001-02. Edgewood College’s 2,400 students pursue degrees in the arts and sciences, the humanities, business, education, and nursing. In the Fall of 2007, the first students moved into Dominican Hall, the largest residence hall and the newest building on campus. The beautiful hall, housing nearly two hundred students, will serve generations of Edgewood College students well into the future. As the College continues to grow and prosper, it remains true to its Dominican Mission as a community of learners, “committed to building a just and compassionate world.”
II. Curriculum

Content
The problems and issues that a student will face after leaving college are not simply those connected with a specific interest, career or professional calling. Instead, they arise out of a variety of interests and contexts in an increasingly complex and interconnected world.

To live a full, purposeful human life, therefore, during his or her college career, each student must be helped to cultivate knowledge, skills, habits, and commitments that transcend any particular major or discipline. She or he must be provided with a general education, which will empower him or her to draw from and integrate multiple perspectives and ways of knowing in the service of addressing, appreciating and acting upon real-life practical, ethical, political and spiritual challenges.

The Heritage
Such an education has traditionally been the goal of the liberal arts, which classically emphasized character development, versatility, breadth, independence, perspective, effective expression and critical thinking as essential for achieving lives of personal liberation and public service. Such an education has also traditionally been the goal of the liberal institutions in the Dominican tradition, where the need for study and reflection is joined with a requirement of action for the common good.

The Mission
At Edgewood College, both of these traditions find concrete expression in the College Mission, which is to engage students within a community of learners committed to building a just and compassionate world and to educate them for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth. Because it reflects both the traditions of the College and the needs of the student in today’s world, this Mission is the foundation of all of the College’s curricular offerings and of its overall understanding of the shape of general education.

The Method
In other institutions of higher learning, the general education that students receive is often organized in the following way: each student chooses from a range of designated courses in a number of separate, unchanging topic areas; these topics are associated with certain disciplines, which are in turn associated with particular departments. When a student is finished with his or her general education program, she or he will have one or more classes in each separate discipline area.

In contrast, what Edgewood College requires of its student is success in meeting a set of linked goals that can be embodied in a variety of educational structures. Some of these goals involve the acquisition of skills; others the application of knowledge. Still others have to do with educational processes, including integration of knowledge, developmentalism and experiential and community-based learning.

In meeting these goals, students at Edgewood College have the opportunity to engage directly in the sort of integration, critical thinking, self-reflection and problem solving that they will need to have to have rewarding lives of public service, personal fulfillment and professional achievement.
II. Curriculum

In addition, they have the ability to do so within a structure that allows for a high degree of freedom and innovation with respect to classrooms, disciplines and departments.

As a result, the Edgewood College student is better able to conceptualize his or her learning, both in the sense of providing more varied contexts for learning and in the sense of allowing the student to apply and be assessed in his or her learning in a wider variety of contexts. In the tradition of classical liberal arts education, general education at Edgewood College is therefore, holistic, interdisciplinary and practically motivating and empowering. As such, General Education requirements may not be fulfilled through Independent Study coursework.
II. Curriculum

Goals
To live a full and purposeful life, each Edgewood College student must learn to cultivate knowledge, skills, habits of mind, and commitments that transcend a particular major or discipline. Students must be provided with a general education that will empower them to draw from and integrate multiple perspectives and ways of knowing in the service of addressing, appreciating and acting upon real-life practical, ethical, political, and spiritual challenges.

At Edgewood College, General Education is grounded in the College Mission, to engage students within a community of learners committed to building a just and compassionate world and to educate them for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

Each set of goals in the Edgewood College general education program is connected with a specific element of student learning essential to the realization of the Edgewood College Mission. These are:

Cornerstones
Students must be able to communicate, think critically, think mathematically, and assess and evaluate information at least well enough to apply these basic skills in the context of their education at Edgewood College, prepare them for lives of meaningful professional leadership and growth, and demonstrate intellectual and practical skills for active citizenship and everyday life.

Ways of Knowing
To have the tools and the background to make judgments about and act in the world and to be lifelong learners, students must be exposed to diverse ways of knowing and experiences of how knowledge is acquired; they must engage with numerous bodies of knowledge and the research methodologies with which those bodies of knowledge are connected. Such encounters introduce students to the multiple lenses through which the world is defined, understood, analyzed, and experienced. Moreover, they reinforce crucial critical thinking and inquiry skills.

Perspectives on the World
In order to build a more just and compassionate world, students must be able to understand the complexities of that world and to engage with it, approaching issues and problems from multiple perspectives, learning about the world through its languages and cultures, and being aware of how their decisions and actions affect the environment in which they live. They must learn to apply inquiry/problem-solving skills in a context that allows theory to inform practice.

The Edgewood COR
Finally, students must be given the opportunity for identity development and critical self-reflection, for experiencing the world and discerning their place in it. They must be given a context for applying, integrating, and synthesizing their learning, a context that requires students to learn, practice, and apply foundational skills, offers venues for applying knowledge and skills,
II. Curriculum

and explicitly links the theories that we use to understand the world and the actions that we and others choose to take.

<table>
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<tr>
<th>Cornerstones Experiences</th>
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<tbody>
<tr>
<td>Oral Communication - Initial</td>
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<td>Critical Thinking</td>
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<tr>
<td>Mathematical Thinking and Quantitative Literacy</td>
<td>M</td>
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<tr>
<td>Written Communication - Initial</td>
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<tr>
<td>Information and Technological Literacy</td>
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<th>Ways of Knowing Experiences</th>
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<td>Experience and Study of the Arts (Historical and Contemporary Artistic Works)</td>
<td>A</td>
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<tr>
<td>Literature</td>
<td>C</td>
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<tr>
<td>Reflection on Human Culture, Value and Ideas (History)</td>
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<tr>
<td>Reflection on Human Culture, Values and Ideas (Religious Studies)</td>
<td>R</td>
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<tr>
<td>Exploration of the Natural World</td>
<td>V</td>
</tr>
<tr>
<td>Experience and the Study of the Arts (Studio Component)</td>
<td>B</td>
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<tr>
<td>Reflection on Human Culture, Value and Ideas (Philosophy)</td>
<td>P</td>
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<tr>
<td>Exploration of the Natural work (Field/Laboratory Component)</td>
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<tr>
<td>Analysis of Human Behavior and Social Structure</td>
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<th>Perspectives on the World Experiences</th>
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<th>COR Experiences</th>
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<td>COR 1</td>
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Notice: Courses may include three additional tags: K, &U and X (Enriched Oral Communication, Critical Thinking, and Writing requirements). Students in the 2017-18 catalog will not be required to meet these general education requirements, however courses may carry these tags into the future for students in past catalog years.
II. Curriculum

NON-RAAD GENERAL EDUCATION REQUIREMENTS

Full-time, first-year students must complete a minimum of one Initial Cornerstone Experience in their first semester. Full-time students must complete all Initial Cornerstone Experiences in their first four semesters at the College.

Cornerstones
Five Cornerstone Experiences improve and reinforce the fundamental skills and abilities central to a liberal education. Students are required to complete one experience from each of the following: Critical Thinking (T), Mathematics (M), Information and Technology Literacy (I), Oral Communication (O), Written Communication (W).

Ways of Knowing
Ways of Knowing Experiences provide exposure to a range of academic disciplines and methods of inquiry. Students are required to complete 10 Ways of Knowing Experiences:

- Three Experiences in Experience and Study of the Arts and Literature (A, B, and C) with at least one experience in historical and contemporary history works (A); one with a student component (B); and one in literature (C).
- Three Experiences in Reflection on Human Culture, Values and Ideas (R, P, and H) with at least one experience in religious studies (R); one in history (H), and one in philosophy (P).
- Four Experiences in Analysis of Human Behavior and Social Structure (J) and Exploration of the Natural World [(field/lab) or V (non-field/lab)] to include:
  - One experience in Analysis of Human Behavior and Social Structure (J).
  - Two Experiences in Exploration of the Natural World (S).
  - One additional experience in S, V, or J.

Perspectives on the World
Perspective Experiences prepare students to live and work in a global and diverse world. Students are required to complete six Perspective Experiences:

- One Experience in Global Perspectives (G)
- One Experience in Environmental Perspectives (E).
- One Experience in Multicultural Perspectives (D).
- One Experience in Gender Perspectives (Q).
- Two Experiences in World Language (L).

World Language Experiences may be fulfilled by:

- Completion of two years of the same language in high school with a cumulative average of C (2.0) with no grade lower than a C- (best of four semesters). A maximum of 2 L tags can be fulfilled through foreign language taken in high school.
- Completion of two semesters of college/university language, other than one’s own, of the same language.
- Students for whom English is not their first language may qualify for a substitution of this requirement. Contact the Academic Dean’s Office for more information.
II. Curriculum

COR
All students pursuing an undergraduate degree are required to earn COR 1, COR 2, and COR 3 general education tags. These requirements represent the integration of the College’s Dominican heritage, intellectual tradition, and values in the general education curriculum, and provide students with opportunities to connect learning, beliefs, and action which examining relevant human issues from multiple perspectives. Courses that meet the COR 1, COR 2 and COR 3 requirements link knowledge gained in classroom and community settings, and encourage students to consider their own answers to the “COR” questions through discussion, written work, and other forms of expression.

COR Questions:
- Who am I and who can I become?
- What are the needs and opportunities of the world?
- What is my role in building a just and compassionate world?

The COR Program’s name comes from Edgewood’s Latin moto, *cor ad cor loquitur*, heart speaks to heart.” In the Dominican tradition, the forging and nurturing of relationships is at the center of study, reflection, and action for the common good. These components of the Dominican studium – study, reflect, and act – characterize students’ experiences in the COR Program.

Study
Many COR experiences emphasize interdisciplinary inquiry. Students explore social and human issues from the perspectives of different liberal arts disciplines, or ways of knowing, in order to understand the issues in a more complete and complex manner. At the same time, students develop the skills necessary to participate in building a more just and compassionate world, including skills related to civic discourse, cultural awareness, leadership development, and civic engagement.

Reflect
Self-knowledge and self-awareness are necessary components in the development of skills, habits of mind, and commitments that are foundational to rewarding lives of personal fulfillment, professional achievement, and public service. In COR experiences, students identify and reflect on their personal values, believes, spiritualities, and worldviews; explore the ethical dimensions of community involvement; and consider their own social responsibility in the world.

Act
COR experiences provide students with exploratory, more intensive, and major-related community engagement opportunities, which are integrated with study and reflection in course curricula. Whether the focus on “community” is local, global, and/or professional, students connect personally with meaningful, real-life social issues, including those related to their chosen career paths.

COR 1: Introduction to a Dominican Liberal Arts Education
COR 1 Seminars are interdisciplinary, theme-focused academic courses taken during the first semester of students’ first year. Whether the community comes into the classroom through guest speakers and project-based work, or students go into the community individually or as an entire
II. Curriculum

group, COR 1 classes connect this learning to reflection on identity, values, beliefs, worldviews, and spiritualities. COR 1 instructors also serve as faculty mentors for first-year students, and together with an advanced student who is a teaching assistant/peer leader for the class, provide support for the transition to college academic work and social life.

COR 199: Transfer Bridge to COR
Rather than a COR 1 seminar, most transfer students complete this 2.5 hour, zero credit introduction to COR during the first semester of enrollment. Modeled on the Dominican *studium*, each section addresses Edgewood College’s Dominican tradition; connects students to the broader community through exploration of a section theme; and communicates expectations for out-of-class engagement in COR 2 courses. Readings, presentations by community partners, and class discussion integrate reflection on the COR questions and address COR 1 learning outcomes. All transfer students with 12 or more credits enroll in COR 199 during the first semester at Edgewood; those with sophomore or junior standing may enroll in a COR 2 course for the same semester. Students with fewer than 12 credits, including those with no prior college but significant life, military or work experience, may seek an exception to enroll in COR 199 rather than a COR 1 seminar.

COR 2: Perspectives on Community Engagement
At the sophomore or junior level, students select COR 2 experience from many possibilities, including short-term study abroad and other options for exploring contemporary social issues. Community-based learning is integrated with study, analysis, and reflection, including reflection on ethical considerations and personal values.

COR 3: Integrating for the Common Good
More COR 3 experiences are situated within students’ chosen majors, and are designed to encourage substantive integration of learning from both general education and major coursework with issues of personal and professional identity and values. Students demonstrate acquired skills and apply knowledge to relevant social and professional concerns, while engaging audiences connected to their major fields.
II. Curriculum

NON-RAAD GENERAL EDUCATION REQUIREMENTS

Cornerstones
Five Cornerstone Experiences improve and reinforce the fundamental skills and abilities central to a liberal education. Students are required to complete one experience from each of the following: Critical Thinking (T), Mathematics (M), Information and Technology Literacy (I), Oral Communication (O), Written Communication (W).

Ways of Knowing
Ways of Knowing Experiences provide exposure to a range of academic disciplines and methods of inquiry. Students are required to complete six Ways of Knowing Experiences, plus a religious studies requirement:

- Three Ways of Knowing Experiences from the following:
  - Experience and Study of the Arts (Historical and Contemporary Artistic Works) (A)
  - Experience and Study of the Arts (Studio Component) (B)
  - Experience and the Study of Arts (Literature) (C)
  - Reflection on Human Culture, Value and Ideas (History) (H)
  - Reflection on Human Culture, Value and Ideas (Philosophy) (P)
- Three Ways of Knowing Experiences from the following:
  - Exploration of the Natural World (Field/Laboratory Component) (S) (max of 2)
  - Exploration of the Natural World (V) (max of 1)
  - Analysis of Human Behavior and Social Structure (J) (max of 2)
- One Experience in Religious Studies (R)

Perspectives on the World
Perspective Experiences prepare students to live and work in a global and diverse world. Students are required to complete four of the following perspective experiences:

- Experience in Global Perspectives (G)
- Experience in Environmental Perspectives (E)
- Experiences in Multicultural Perspectives (D)
- Experience in Gender Perspectives (Q)

World Language Experiences may be fulfilled by:
- Completion of two years of the same language in high school with a cumulative average of C (2.) with no grade lower than a C- (best of four semesters). A maximum of 2 L tags can be fulfilled through foreign language taken in high school.
- Completion of two semesters of college/university language, other than one’s own, of the same language.
- Students for whom English is not their first language may qualify for a substitution of this requirement. Contact the Academic Dean’s Office for more information.
BY-LAWS OF THE FACULTY ASSOCIATION

ARTICLE I – MEMBERSHIP, RESPONSIBILITIES AND PROCEDURES

A. Membership in the Faculty Association shall consist of the following:

1. All full-time faculty.
2. All part-time faculty who have taught at the College at least four semesters.
3. Full-time professional librarians who hold academic rank. The Director of the Library, if not holding academic rank, shall serve ex-officio as non-voting member.
4. The Vice President of Academic Affairs (VPAA), Academic Deans, and other administrative officers who hold academic rank.
5. The Registrar and Vice President for Enrollment Management shall serve ex-officio as non-voting members.
6. Emeriti professors attending the meetings.

B. Responsibilities

1. To enact regulations governing the conduct and responsibilities of academic programs, instructional units, schools and departments.
2. To receive and act on recommendations forwarded to it from the Undergraduate Curriculum Committee, RAAD Council and the Graduate Curriculum Committee adding, deleting or temporarily suspending majors, minors, departments, or other academic programs, in light of overall academic and instructional planning.
3. To set requirements for admission to the College, for academic status, for degrees, and for honors at graduation.
4. To establish criteria for academic probation and dismissal. To approve appeal procedures for academic dismissal.
5. To approve eligibility requirements in academic affairs for student athletes.
III. College Governance, Guidelines and Procedures

6. To act upon recommendations forwarded to it by committees of the Faculty Association and Deans’ Council regarding academic and faculty affairs.

7. To exercise veto power over curricular matters in accordance with Article III, B.1.

8. To make recommendations to the President and the Board of Trustees on the awarding of honorary degrees.

9. To elect members to serve on the committees of the Faculty Association.

C. Procedures

1. Meetings
   a. Regular meeting shall be held at least twice a semester.
   b. Special meetings may be called as the need arises by one or more of the following, who will give prior notice of at least three teaching days (excluding weekends):
      1. Faculty Association Convener
      2. The President
      3. The VPAA
      4. Any five members of the Faculty Association through petition to the Faculty Convener, the President, or the VPAA.
   c. Meetings of the Faculty Association shall be open to observers. However, the Association may vote by simple majority to move into executive session. A motion to go into executive session may be made either before or during a meeting. Voting on such a motion shall be by secret ballot.
   d. The meetings shall be conducted according to parliamentary procedure as defined in ROBERT’S RULE OF ORDER (Newly Revised Edition).
   e. Since the Faculty Association is a deliberative body, its members enjoy the right to full and free debate on the merits of the issues brought to it, either by committee or by individuals.
III. College Governance, Guidelines and Procedures

2. Presiding Officer. The Nominations and Governance Committee shall place a slate of nominees from among the faculty before the Faculty Association in the spring of each year. From these a Convener will be elected for a one-year term, with a maximum of two successive terms. The Convener may designate a substitute in his/her absence. Each new term will begin July 1.

3. Secretary. The Nominations of Governance Committee shall nominate two member of the Association for the position of secretary, one of whom shall be elected by the Faculty Association.

4. Quorum. One over half of the full-time faculty shall constitute a quorum.

5. Agenda. The Convener shall be responsible for the preparation of the agenda. Items may be added or deleted by majority vote. Subcommittees and members may submit agenda items. The agenda shall be distributed to the members of the Association at least two teaching days (excluding weekend) prior to a meeting. Substantive motions related to matters not on the agenda may be offered from the floor only if two-thirds of the voting member’s present vote to permit the action.

6. The student government and any committee or member of the College Assembly may submit a proposal for consideration by the Faculty Association. Such proposals shall be submitted to the Convener in the manner detailed in C.5.

7. Any material submitted to the Faculty Association for its action shall include the following:
   a. Rationale for proposed action
   b. Motion for the Association’s consideration

8. Voting provisions. Votes on motions related to items under Article I B,2 and 3 may not be taken on the same day that such motions are proposed and require a three-fifths vote of the voting members present.

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a. Decisions of the Faculty Association are binding unless vetoed by the VPAA, the President of the College or the Board of Trustees.

b. The VPAA may veto actions within one week after such actions are taken. The President may veto actions by Faculty Association within two weeks after such actions are taken. If the VPAA or President is off campus, she/he may exercise veto when they return.

c. A two-thirds majority of the voting members present may request the President to override a veto by the VPAA, and a two-thirds majority of the voting members present may request the Board of Trustees to override a veto by the President.

ARTICLE II – RELATIONSHIP WITH THE DEANS’ COUNCIL

A. Responsibility of the Deans’ Council

1. Assist and guide the implementation of academic programs, procedures, and policies generated and approved by the Faculty Association.

2. Provide leadership, coordination and recommendations to the Faculty Association and its committees regarding short-term and long-term academic planning.

3. Review and make recommendations on proposals received from the Undergraduate Curriculum Committee, RAAD Council and Graduate Curriculum Committee prior to action by the Faculty Association.

4. Initiate and/or authorize new certificate programs in accordance with guidelines approved by the Faculty Association. Proposed certificate programs deemed to impact a school’s or department’s accreditation, resources, space needs, or in another substantive manner, should be submitted to the Faculty Association for review and approval.

5. Provide guidance and continuity for the governance functions of the Faculty Association and its associated committees. The VPAA, or a Dean appointed by
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the VPAA, will serve ex officio as a voting member on the Academic Rank Committee, Faculty Development Committee, Undergraduate Curriculum Committee, RAAD Council and Graduate Curriculum Committee. The VPAA, or a Dean appointed by the VPAA, will serve ex officio as a non-voting member on the Faculty Affairs Committee and the Nominations and Governance Committee.

6. Act as an advisory body to the VPAA on behalf of the Faculty Association and their respective schools on matters affecting the welfare of schools, departments and academic programs.

7. Promote cooperation among schools, departments, and academic programs.

8. Report annually to the Faculty Association.

B. Additional administration duties and responsibilities of the Deans’ Council and individual Deans of schools are location in section 3.6 of the Faculty Handbook.

ARTICLE III – FACULTY ASSOCIATION COMMITTEES

Preface: It is recognized that Edgewood College faculty serve on a variety of committees; following are the committees that have been established pursuant to responsibilities of Faculty Association Committees. The committees specifically named in this Article III (Faculty Affairs, Academic Rank, Faculty Development, Nominations and Governance, Assessment and Program Evaluation, Undergraduate Curriculum, Graduate Council, Returning Adult Accelerated Degree Council and Admissions) shall hereinafter be referred to as “Named Committees” of the Faculty Association. In addition there are two types of Special Committees: Ad Hoc and Standing which are defined later in this Article III. In all cases, at least some members of these committees are elected by the membership of the Faculty Association. Tenured and tenure track faculty are expected to serve when elected or appointed to Named Committees of Faculty Association or to College Assembly committees requiring elected faculty representation. Serving as an elected member includes being elected by Faculty Association or being appointed (either during election season or by filling a vacancy) by the Nominations and Governance Committee. Whenever possible Nominations and Governance will give preference in nominations and appointments to tenured and tenure-track faculty. Service on an Ad Hoc or Standing Committee of Faculty Association will not exempt a tenured or tenure-track faculty member from this service.
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requirement. Exceptions will require a written waiver from the VPAA after consultation with the
School Dean. Full-time non-tenure track faculty will be eligible (but are not required) to serve
on Faculty Association Committees or as members of College Assembly committees requiring
elected faculty representation.

Faculty Association Committees: Faculty Welfare

A. Faculty Affairs

1. Membership. Five full-time faculty members elected by the members of the
Faculty Association, at least two of whom must be tenured at the time of their
election. Not more than one faculty member shall be elected from any one
department, and at least two schools must be represented on the committee. The
VPAA, or a Dean appointed by the VPAA, shall serve ex officio as a non-voting
member.

2. Terms. Faculty shall serve three year terms on a rotating basis with no
consecutive terms.

3. Chairperson. The Committee shall elect annually a chairperson from among the
tenured faculty who have served at least one year.

4. Duties.

   a. Review, modify and recommend to Faculty Association (as necessary)
criteria for promotion, tenure, academic ranks and honorary degrees.

   b. Develop and review grievance policies, procedures and regulations on
Academic Freedom and recommend these to Faculty Association.

   c. Review, develop, modify and recommend policies on faculty welfare to
the Faculty Association and/or appropriate administrative officers.

   d. Review, develop, modify and recommend policies on faculty evaluation
guidelines for full and part-time faculty.
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e. To act as the committee on Academic Freedom and Tenure and as the
grievance committee in the manner outlined in the regulation on Academic
Freedom and Tenure.

f. To report regularly to the Faculty Association, submit minutes of meetings
as generated to the VPAA, and submit reports to the VPAA by July 1 of
each year.

B. Academic Rank Committee

1. Membership. Six full-time tenured faculty members, elected by members of the
Faculty Association, with not more than one faculty member selected from any
one department and at least two schools represented on the committee. In
addition, the VPAA, or a Dean appointed by the VPAA, shall serve as an ex
officio voting member.

2. Terms. Faculty shall serve three-year terms on a rotating basis with no
consecutive terms.

3. Chairperson. VPAA, or a Dean appointed by the VPAA shall preside over the
Committee.

4. Duties.

   a. Recommend candidates for promotion, tenure and emeritus status to the
   President.

   b. Review sabbatical requests and recommend requests for approval.

   c. Recommend candidates to Faculty Association for the honorary degree.

   d. To report regularly to the Faculty Association, submit minutes of
   meetings as generated to the VPAA, and submit annual reports to the
   VPAA by July 1 of each year.
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C. Faculty Development

1. Membership. Six full-time faculty members elected by the members of the Faculty Association, at least two of whom must be tenured at the time of their election. Not more than one faculty member shall be elected from any one department and at least two schools must be represented on the committee. The VPAA or a Dean appointed by the VPAA, shall serve ex officio as a voting member.

2. Terms. Faculty shall serve three year terms on a rotating basis with no consecutive terms.

3. Chairperson. The Committee shall elect annually a chairperson from among the tenured faculty who have served at least one year.

4. Duties.
   a. Develop and implement faculty development policies.
   b. Develop and implement policies for faculty mentoring program in collaboration with the Faculty Development Coordinator.
   c. Promote faculty development programs.
   d. Promote faculty scholarship and grant-writing.
   e. Develop policy and review applications for mini-grants, Teaching Improvement Grants, and Educational Programming Grants.
   f. Oversee the distribution of funds for mini-grants, Teaching Improvement Grants, and Educational Programming Grants.
   g. Advise Deans’ Council/VPAA on issues related to supporting faculty research.
   h. Report regularly to the Faculty Association, submit minutes of meetings as generated to the VPAA, and submit annual reports to the VPAA by July 1 of each year.
D. Nominations and Governance

1. Membership. Five full-time faculty members elected by the members of the Faculty Association, at least two of whom must be tenured at the time of their election. Not more than one faculty member shall be elected from any one department and at least two schools must be represented on the committee. The VPAA, or a Dean appointed by the VPAA, shall serve ex officio as a non-voting member.

2. Terms. Faculty shall serve three year terms on a rotating basis with no consecutive terms.

3. Chairperson. The Committee shall elect annually a chairperson from among the tenured faculty who have served at least one year.

4. Duties.
   a. Serve as the Nominating Committee for the elected committees of the Faculty Association and, when designated, of the College Assembly.
   b. Develop and implement appropriate procedures for nominations and elections.
   c. To appoint a replacement member to a committee when a vacancy arises before the end of an elected term.
   d. Review and recommend to Faculty Association changes to committee workload.
   e. Review the Faculty Handbook at least every three years, identify possible areas for revision, and inform appropriate bodies.
   f. To conduct the Nomination of Faculty to Board of Trustees as specified in Article III, Section 3.3.
   g. To maintain membership lists of Named Committees, Special Committees (Ad Hoc and Standing) and College Assembly Committees requiring elected faculty representation.
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h. Develop and implement policies and procedures regarding the structure and membership of special committees (Ad Hoc and Standing).

i. To report regularly to the Faculty Association, submit minutes of meetings as generated to the VPAA, and submit annual reports to the VPAA by July 1 of each year.

Faculty Association Committees: Curriculum and Instruction

A. Assessment and Program Evaluation Committee

1. Membership. Membership shall consist of a chairperson appointed by the VPAA and six members chosen using the Faculty Association’s normal election procedures. Not more than one faculty member shall be elected from any one department and at least two schools must be represented on the committee.

2. Terms. Members shall be elected for three year terms on a rotating basis.

3. Chairperson. The VPAA, in consultation with the Undergraduate Curriculum Committee, the Graduate Council, the RAAD Council and the Committee, shall appoint a chair.

4. Duties.

   a. To act as a resource to schools, departments, faculty, programs, and committees in regard to assessment and program evaluation.
   
   b. Review and evaluate assessment processes and policies and make recommendations to Faculty Association.
   
   c. Receive, review, and verify major/minor and program evaluations, assessment plans and reports.
   
   d. Compile and report on the General Education and graduate interdisciplinary course assessment date to the Undergraduate Curriculum Committee, RAAD Council, and Graduate Curriculum Committee.
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e. To report regularly to the Faculty Association, submit minutes of
meetings as generated to the VPAA, and submit annual reports to the
VPAA by July 1 of each year.

B. Undergraduate Curriculum Committee

1. Membership. Six full-time faculty members elected by the members of the
Faculty Association, at least three of whom must be tenured at the time of their
election. Not more than one faculty member shall be elected from any one
department and at least two schools must be represented on the committee. The
VPAA, or a Dean appointed by the VPAA, shall serve ex officio as a voting
member, and the Registrar shall serve ex officio as a non-voting member. A
designated current member of the RAAD Council shall represent that committee
as a voting member of UCC. The Student Government Association (SGA) shall
each year elect two students from their membership to serve on this committee,
who are non-voting members.

2. Terms. Faculty shall serve three-year terms on a rotating basis with no
consecutive terms. Students shall serve one-year terms. The terms of RAAD
Council representative’s appointment shall be one year.

3. Chairperson. The committee shall annually elect a chairperson from among the
tenured members who have served at least one year of their current term.

4. Duties.

a. Supervise the undergraduate curriculum in light of the mission, vision and
identity of the College.

b. Review, evaluate and recommend to Faculty Association changes to the
General Education curriculum.

c. Review and evaluate proposals for adding, deleting or suspending majors,
minors, and those concentrations which the VPAA expects to have serious
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budgetary implication, affects curricular offerings of other departments, and/or establish new programs.

d. Review and evaluate criteria for academic honors and the honors program, and their respective graduation requirements.

e. Review and approve individualized majors and minors.

f. Act in an advisory capacity to the Deans’ Council, with regard to academic planning.

g. To report regularly to the Faculty Association, submit to the VPAA minutes of meetings as generated, and submit annual reports to the VPAA by July 1 of each year.

C. Graduate Curriculum Committee

1. Membership. Faculty members shall be elected as follows: one from each school offering a graduate degree program, elected for a three-year term by the schools they shall be representing, and two at-large members from schools or departments other than those offering graduate programs. Of the faculty at large, not more than one faculty member shall be elected from any one department. Names of faculty for at-large election shall be placed in nomination by the Nominations and Governance Committee of the College. The VPAA or his/her designee will serve ex officio as a voting member. One representative from the Registrar’s Office and one representative from Admissions to serve a non-voting members.

2. Terms: Three-year terms elected on a rotating basis, with no more than two consecutive terms.

3. Chairperson. The Committee shall elect annually a chairperson from among the members who have served at least one year of their current terms.

4. Duties.
   a. Curriculum
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i. Supervise the graduate programs’ curriculum in light of the mission, vision and identity of the College.

ii. Review and evaluate proposals for adding, deleting, or suspending degrees, programs, certificates, and those concentrations which the VPAA expects to have serious budgetary implications or to affect curricular offerings of other departments, or Schools.

b. Assessment

i. Review and evaluate assessment reports from Assessment and Program Evaluation Committee (APEC). One member of Graduate Curriculum Committee will serve as a designated liaison to APEC.

c. Admissions and Progression

i. Serve in an advisory capacity, or make recommendations, to Admissions Committee, VPAA, or appropriate school as related to: criteria for admissions, progression, academic probation and dismissal, and honors for graduate programs, with one member of Graduate Curriculum Committee serving on any ad-hoc appeals committees/hearings at the graduate level.

ii. Determine appropriate criteria for degree requirements, transfer of credit, currency of coursework, and graduation requirements for graduate programs.

iii. Determine review process and actions to be taken for waivers and appeals associated with degree requirements, transfer of credit, currency of coursework, and graduation requirements for graduate programs after the appropriate appeal procedures at the faculty and department/school levels has been exhausted.

d. College-wide
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i. Act in an advisory capacity to Deans’ Council, with regard to academic planning.

ii. To report regularly to the Faculty Association, submit to the VPAA minutes of meetings as generated, and submit annual reports to the VPAA by July 1 of each year.

iii. Review, evaluate, and recommend to Faculty Association changes to graduate programs.

D. Returning Adult Accelerated Degree (RAAD) Council

1. Membership. Membership shall consist of the lead faculty from each department offering a RAAD degree program and two faculty members elected by the members of the Faculty Association, of which at least one must have experience teaching in the RAAD program. No more than one faculty member shall be elected from any department and at least three schools must be represented on the Council. The Associate Academic Dean (or designee) shall serve as an ex-officio voting member. The Registrar (or designee), the Library Director (or designee), the RAAD Student Services Specialist, and the Assistant Dean for Academic Operations (or designee) shall serve as ex-officio nonvoting members.

2. Terms. Elected faculty shall serve three-year terms on a rotating basis, with no more than two consecutive terms. The term of UCC representative’s appointment shall be one year.

3. Chairperson. The chairperson of RAAD Council shall be one of the faculty program representatives (lead faculty) in coordination with an administrator designee from the Academic Dean’s Office. The chair will provide leadership for a term of two years and will rotate amongst the three program lead faculty. The Academic Dean’s designee will assist in setting meeting agendas, lend academic policy and procedure expertise, as well as lend a consistent historical context.
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4. Meetings. Meetings shall be held at the Deming Way campus as the administrative campus supporting the RAAD program.

5. Duties.

   a. Supervise the RAAD undergraduate curriculum in light of the mission, vision and identity of the College.

   b. Review, evaluate and recommend to Faculty Association changes to RAAD programs and curriculum, including general education requirements.

   c. Review RAAD programs’ assessment plans and reports, including program evaluations, on a regular basis and report to the Assessment and Program Evaluation Committee.

   d. Review and evaluate proposals for adding, deleting, or suspending majors, minors, certificates, and those concentrations which the VPAA expects to have serious budgetary implications or affect curricular offerings of other departments/schools.

   e. Review and approve individualized majors, minors, and/or concentrations.

   f. Serve in an advisory capacity, or make recommendations, to Admissions Committee, VPAA, or appropriate School as related to: criteria for admissions, progression, academic probation and dismissal, and honors for RAAD program, with one member of RAAD council serving on any ad-hoc appeals committees/hearings concerning RAAD students.

   g. Provide for a Board of Appeals in admission and academic matters related to the RAAD programs after the appropriate appeal procedures at the faculty and departmental/school levels have been exhausted.

   h. Act in an advisory capacity to the Deans’ Council, especially in its academic planning roles.
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i. Report regularly to the Faculty Association, submit to the VPAA minutes of meetings as generated, and submit annual reports to by July 1 of each year.

j. A designated current member of RAAD Council shall represent that committee as a voting member of the Undergraduate Curriculum Committee (UCC). The term of this appointment shall be one year.

E. Admissions

1. Membership. Vice President for Planning and Enrollment, Vice President for Student Affairs, Associate Academic Dean, Registrar, and three faculty members elected by the Faculty Association. Not more than one faculty member shall be elected from any one department and at least two schools must be represented on the committee.

2. Terms. Faculty members shall serve a three-year term on a rotating basis.

3. Chairperson. The Vice President for Planning and Enrollment shall serve as chairperson.

4. Duties.

   a. Advise the Admissions Office on policies and procedures relating to recruitment, in light of the mission, vision and identity of the College.
   b. Develop and recommend to Faculty Association policies and procedures for admission requirements as well as criteria for academic standing and dismissal.
   c. Determine review process and actions to be taken for undergraduates who do not meet requirements for admission.
   d. Serve as a board of appeals for all undergraduate admissions and dismissal decisions.
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e. To report regularly to the Faculty Association, submit to the VPAA minutes of meetings as generated, and submit annual reports to the VPAA by July 1 of each year.

Faculty Association Committees: Special Committees

*Special Committees are committees formed for a particular purpose. These Committees are of two types:*

A. Ad Hoc. These are committees formed for a particular event or purpose whose existence is assumed to be for one year or less.

B. Standing Committees. These are committees whose task is understood as ongoing, but whose responsibilities relate to matters not covered by the above named committees.

C. The policies regarding committee membership of Ad Hoc and Standing committees shall be determined in consultation with the Nominations and Governance Committee. However, no elected membership will be required for these committees.

D. Faculty Service on an Ad Hoc or Standing Committee of Faculty Association will not exempt a tenured or tenure track faculty member from service on a Named Committee or a College Assembly Committee requiring elected faculty representation. Exceptions will require a written waiver from the VPAA after consultation with the School Dean.

The following articles have been renumbered to accommodate By-law changes approved on October 27th, 2008.

ARTICLE IV- INSTRUCTIONAL UNITS

A. PREAMBLE. Edgewood College academic programs are organized into interdependent schools and **constituent units**. The organizational framework delineated in Article IV is designed to:
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1. Assure transparency, equity, and cooperation in instructional planning and resource allocation.
2. Promote flexible and productive interaction within and between instructional units.
3. Emphasize interdisciplinary cooperation and creativity in designing, implementing, and evaluating educational offerings.

B. SCHOOLS

1. Governance Framework. Each school has an internal governance framework designed to meet the unique instructional needs of its students, faculty and staff, which is compatible with overarching College and Faculty Association by-laws. The governance framework and the rights and responsibilities of Schools, constituent units and the members of each, are subject to the approval of the Vice President for Academic Affairs.

2. Constituent Units. The governance framework of each school may include any of the following constituent units, with membership as described in Article IV.C.1.
   a. Departments are discipline-specific academic units whose faculty members have been appointed by the Vice President for Academic Affairs. The primary responsibility of a department is the development, delivery, and assessment of their curriculum.
   b. Programs represent a coordinated set of courses within or across disciplines that encompass a particular field of study and/or lead to an academic qualification. The faculty members of a program are drawn from the school(s) that participate in the program.
   c. Centers are single or multi-disciplinary units organized to conduct education, research, and/or outreach. Centers bring together individuals...
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from different areas of the College to investigate a specific theme or issue that often spans a number of academic fields.

d. **Institutes** are single or multi-disciplinary units organized to conduct education, research, and/or outreach. Institutes are characterized by organizational permanency, programmatic autonomy, a broad program of study, and an annual operating budget that is fiscally independent of other academic units.

3. **Responsibilities of School**

   a. Articulates a mission and vision that complements and reinforces the mission and vision of the College.
   
   b. Creates a governance framework appropriate to its instructional responsibilities, subject to the approval of a majority of the voting membership of the school’s constituent units.
   
   c. Develops and implements policies and procedures that promote its effective operation and ensure a mechanism by which the school’s constituent units advise the Dean.
   
   d. Represents the mission and instructional objectives of the School to the College as whole and to the community at large.
   
   e. Prepares the school’s academic plan and its budgets for proposal to the College Committee on Planning and Budget.
   
   f. Coordinates instructional activities within the School, and with other related schools / constituent units in the College.
   
   g. Is responsible for other duties assigned to the School by the Vice President for Academic Affairs in light of the mission of the College.
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4. The Dean of the School

a. The Dean of the School is appointed by the Vice President for Academic Affairs with the advice of faculty at large and the faculty of the school to which the Dean is appointed.

b. Responsibilities of the Dean Relevant to Instructional Units. Within the parameters of academic collegiality, the Dean facilitates the operation of the School.

   i. Ensures that the duties of the unit as detailed in IV.B.3 above are implemented.

   ii. Provides administrative oversight of:

         1) The hiring process of faculty and staff within constituent units.

         2) Supervision of faculty and staff assigned to the School.

         3) Budget preparation and allocation of resources within the School.

         4) Evaluation of faculty according to the Faculty Evaluation Guidelines included in the Faculty Handbook.

   iii. Advocates for the School and facilitates collaborative relationships between the school and:

         1) Other Schools

         2) Administrative units of the College

         3) The officers of the College

         4) The community at large.

iv. Promotes scholarship by faculty and by students.

v. Calls and presides at regular meetings of the Chairs/Directors/Faculty of constituent units and ensures that
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minutes are filed with the School, Vice President for Academic Affairs, and the Office of the President.

vi. Stewards program evaluation of constituent units.

vii. Leads academic planning by:

1) Recommending for approval programs of study within the School in collaboration with Chairs/Directors of constituent units, other Deans, and curricular committees as appropriate.

2) Facilitating the development, implementation, and review of curricula relevant to the School.

viii. Represents the School:

1) On appropriate committees including the Deans’ Council

2) To external accrediting or review bodies.

ix. Facilitates conflict resolution within the School and, where necessary, within constituent governing units. In the case of the Dean being part of the conflict or unable to maintain an impartial or neutral position, the Vice President for Academic Affairs or an outside consultant designated by the Vice President for Academic Affairs will serve as a mediator.

C. CONSTITUENT UNITS (DEPARTMENTS, PROGRAMS, CENTERS, INSTITUTES)

1. Membership in and Affiliations with Constituent Units. Each constituent unit consists of a voting membership and non-voting affiliates, including:

   a. Full-time faculty of the College who have been appointed to the constituent unit as voting members by the Vice President for Academic Affairs in consultation with the Dean of the School.
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b. Other faculty or staff recommended for voting membership by a majority of the voting members of the constituent unit with the consent of the relevant Dean(s) and Vice President for Academic Affairs.

c. Additional faculty, staff, and other interested parties who are invited by a majority of the voting members of the constituent unit to affiliate with the constituent unit but who do not have voting rights.

2. Membership Rights and Responsibilities. Each voting member of a constituent unit who attends a constituent unit meeting has a vote at the meeting, except in matters of promotion/tenure where only full-time tenure-track and tenured faculty may vote. Except in matters of promotion and tenure, the voting members of the constituent unit may decide at their discretion to extend voting rights to non-voting members. Meetings not dealing with matters of personnel or student records are open to all interested stakeholders, including students.

3. Responsibilities of the Constituent Unit.

a. Articulate written policies regarding the administration and governance of the Unit.

b. Develops and implements policies and procedures that promote its effective operation.

c. Develops an academic program plan.

d. Determines its curriculum, curricular policy, and the requirements for its major(s), minor(s), concentrations, and certificates. Curricular changes must be approved by the Dean of the School and the Vice President for Academic Affairs. The addition, deletion, or suspension of majors, minors, and concentrations must be approved by the Undergraduate Curriculum Committee, RAAD Council or Graduate Curriculum Committee in accordance with Faculty Association Bylaws Section III, Curriculum and Instruction B and C.

e. Supports academic advising and student academic life.
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f. Prepares a list of instructional offerings and distributes the teaching load among members of the constituent unit in accordance with the policies of the unit and the College, subject to the approval of the Chair/Director of the unit and Dean of the School(s) in which the unit resides.

g. Coordinates the unit’s assessment reports and program evaluation.

h. Supports the operations of the constituent unit, the School, and the College by:
   i. Preparing catalogs and brochures as needed.
   ii. Reviewing, editing, and approving the unit budget for submission to the Dean of the School and the College Committee on Planning and Budget.
   iii. Submitting recommendations to the library for the purchase of materials for the collection.
   iv. Cooperating with external accrediting or review bodies as appropriate.
   v. Contributing to the recruitment efforts of the Admissions Office.

i. Cooperates with other constituent units in the planning and administration of interdisciplinary offerings and in the advising of students who have elected such offerings.

j. Responds to decisions binding on constituent units made by the Board of Trustees, the Vice President for Academic Affairs or the Faculty Association.

k. Is responsible for other duties assigned to the constituent unit by the Vice President for Academic Affairs in light of the mission of the College.

4. The Chair of the Constituent Unit.

a. The chair is selected in a collegial fashion according to the written policy of the unit, subject to the approval of the Dean of the School and the Vice President for Academic Affairs. Chairs should be from the tenured faculty
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and serve for three years. To serve successive terms, a Chair must be re-elected by the voting members of the Unit for each term.

b. Responsibilities (in the absence of a Chair, these duties default to the Dean of the School):

i. Ensures that the duties of the unit as detailed in IV.C.3 above are implemented in a collegial manner.

ii. Within the parameters of academic collegiality, supervises the faculty of the unit and any staff assigned to the unit.

iii. Calls and presides at unit meetings at least four times each semester and ensures that minutes are filed with the unit, the Dean of the School, and the Vice President for Academic Affairs.

iv. Administers policies and procedures as established by the unit, School, and College.

v. Initiates and coordinates the hiring process for the unit.

vi. Supports and guides development of unit faculty, including adjuncts.

vii. Administers the unit budget and authorizes expenditures. Is responsible for adhering to the annual unit budget and for conferring with the unit and Dean of the School / Vice President for Academic Affairs regarding any significant deviations from it.

viii. Approves deviations in the case of individual students from unit requirements and guidelines.

ix. Evaluates non-tenured and adjunct faculty annually, following The Guidelines for the Evaluation of Faculty.

x. Meets with other College Chairs as a body, as least once a semester, to serve in an advisory capacity to the Vice President for Academic Affairs and the Academic Rank Committee. Meetings will be called by the Vice President for Academic Affairs.
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xi. Facilitates conflict resolution within the unit. In the case of the Chair being a part of the conflict or unable to maintain an impartial or neutral position, the Dean of the School, the Vice President for Academic Affairs, or an outside consultant designated by the VPAA will serve as the mediator.

xii. Is responsible for other duties as assigned to the Chair by the Dean of the School or Vice President for Academic Affairs in light of the mission of the College.

5. The Director of the Constituent Unit.

a. The Director is selected in a collegial fashion according to the policy of the unit, subject to the approval of the Dean of the School and the Vice President for Academic Affairs.

b. Responsibilities (in the absence of a Director, these duties default to the Dean of the School):

Since the structures and demands of programs, centers and institutes vary widely, additional duties of Directors, beyond those listed below, will be determined by the Dean(s) with input from the membership of the constituent unit.

i. Ensures that the duties of the unit as detailed in IV.C.3 above are implemented in a collegial manner.

ii. Calls and presides at unit meetings regularly each semester and ensures that minutes are filed with the unit, the Dean of the School, and the Vice President for Academic Affairs.

iii. Administers policies and procedures as established by the unit, School, and College.

iv. Supports and guides development of unit faculty, including adjuncts.
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v. Administers the unit budget and authorizes expenditures. Is responsible for adhering to the annual unit budget and for conferring with the unit and Dean of the School / Vice President for Academic Affairs regarding any significant deviations from it.

vi. In accordance with the constituent unit policies, approves deviations in the case of individual students from unit requirements and guidelines.

vii. Facilitates conflict resolution within the unit. In the case of the Director being a part of the conflict or unable to maintain an impartial or neutral position, the Dean of the School, the Vice President for Academic Affairs, or an outside consultant designated by the VPAA will serve as the mediator.

viii. Is responsible for other duties as assigned to the by the Dean of the School or Vice President for Academic Affairs in light of the mission of the College.

D. The Individual Faculty Member. The individual faculty member fulfills his / her responsibilities in accordance with the Guidelines for Faculty Evaluation, including the following:

1. Teaching responsibilities
   
   a. Assumes responsibility for instruction in his / her courses.
   
   b. Plans his / her course offerings in accordance with the catalog descriptions.
   
   c. Prepares a syllabus for each course following the approved syllabus format, and submits each course syllabus to the appropriate offices.
   
   d. Provides students with timely feedback, evaluations and grades.
   
   e. Posts and maintains regularly scheduled campus office hours each semester.
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2. Scholarship. Develops and pursues scholarship as outlined in the Faculty Scholarship Document.

3. Service commitments:
   a. Assumes appropriate share of the responsibilities of the College (Article I.B), as well as the School and constituent unit(s) of which he / she is a member (Articles IV.B.3 and IV.C.3 above).
   b. Attends constituent unit, School, and College functions including unit meetings, Faculty Association and College Assembly meetings, and Commencement ceremonies.
   c. Tenured and tenure-track faculty are expected to serve when elected or appointed to Named Committees of Faculty Association or to College Assembly committees requiring elected faculty representation. Serving as an elected member includes being elected by Faculty Association or being appointed (either during election season or by filling a vacancy) by the Nominations and Governance Committee. Service on an Ad Hoc or Standing Committee of Faculty Association will not exempt a tenured or tenure-track faculty member from this service requirement. Exceptions will require a written waiver from the VPAA after consultation with the School Dean. Full time non-tenure track faculty will be eligible (but are not required) to serve on Faculty Association Committees or as members of College Assembly committees requiring elected faculty representation.

ARTICLE V- OTHER INSTRUCTIONAL UNITS

A. Nothing in these documents shall be construed as prohibiting faculty members or the administration from recommending the development of inter – or intra-departmental forms of organization in support of the academic programs of the College.

B. Upon the request of two or more faculty members, and subsequent to demonstration of need, the Undergraduate Curriculum Committee, RAAD Council, or Graduate Curriculum Committee of the Faculty Association, in consultation with the constituent
III. College Governance, Guidelines and Procedures

unit(s) chair(s) and Dean(s) in which the faculty members have membership, may recommend to the Faculty Association the creation of a constituent unit composed of those faculty members for the purposes listed above. Approval would come from the Faculty Association for a specific term, after which a review of the collaboration would take place and recommendation from the Undergraduate Curriculum Committee, RAAD Council, or Graduate Curriculum Committee made to the Faculty Association for continuation or termination.

C. In accord with the procedures outlined in the Edgewood College Statement on Tenure and the Edgewood College Regulations on Academic Freedom and Tenure, and subject to the restriction contained therein, nothing contained in these by-laws shall be construed as prohibiting the President or other appropriate person from seeking material in support of the granting or denial of either promotion or tenure from sources other than the departments of instruction.

ARTICLE VI- FACULTY MEMBERSHIP IN SCHOOLS AND DEPARTMENTS

Faculty Association grants authority to the Nominations and Governance Committee, in consultation with the VPAA and consistent with the faculty appointment policies stated in section 3.91 of the Faculty Handbook, to define faculty membership in Schools and Departments for the purpose of committee membership eligibility.

ARTICLE VII- AMENDMENTS

These by-laws may be amended by two-thirds of the votes cast by qualified members of the Faculty Association, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present. A vote on an amendment to the by-laws may not be taken on the same day such amendment is proposed. Veto provisions described in Article I.C.9 apply to amendments, as well as to other actions of the Faculty Association.

BY-LAWS OF COLLEGE ASSEMBLY

ARTICLE I- MEMBERSHIP, RESPONSIBILITIES AND PROCEDURES

09/30/07 By Laws of Faculty Association Approved 4-23-07/Revised to reflect changed academic structure 5/15/08; amended to reflect by-laws voted on 10/28/13. Amended on 11/24/15 to reflect change due to the elimination of the School of Graduate and Professional Studies.
College Governance, Guidelines and Procedures

A. MEMBERSHIP
   1. Voting members of the College Assembly shall consist of all employees of the College (offices should allow their staff to attend meetings on a rotating basis).
   2. Student members of the College Assembly committees.

B. RESPONSIBILITIES
   1. Enacts general regulations governing affairs of the College other than those specifically academic, which are the responsibility of the Faculty Association.
   2. Acts upon policy recommendations forwarded to it by committees of the College Assembly, the Faculty Association, the Staff Association, and the Student Government Association.
   3. Makes recommendations to the President.
   4. Facilitates discussion of issues important to the good of the College.
   5. Reviews and interprets the College's Mission, Vision, and Identity Statements, subject to the approval of the President and the Board of Trustees.

C. PROCEDURES
   1. Meetings
      a. Regular meetings shall be held at least twice a semester
      b. Special meetings may be called by the President or by any eight members through petition to the President
      c. All meetings shall be conducted according to parliamentary procedure as defined ROBERT’S RULES OF ORDER (most current edition).
   2. Presiding Officer
      The President of the College normally presides over meetings of the College Assembly. In the absence of the President, the Academic Dean presides. If both the President and the Academic Dean will be absent, the President shall designate a presiding officer.
   3. The Secretary
      The executive Assistant to the President will serve as Secretary to the College Assembly.
College Governance, Guidelines and Procedures

4. Quorum
One over one quarter of the full time employees of the College shall constitute a quorum.

5. Agenda
The President of the College shall be responsible for the preparation of the agenda for the meetings of the College Assembly. Items may be added or deleted by majority vote. Committees and Subcommittees of the College Assembly, the Faculty Association, the Staff Association and the Student Government may submit agenda items. The agenda shall be distributed to the members of the Assembly at least two teaching days (excluding weekends) prior to a meeting. Substantive motions related to matters not on the agenda may be offered from the floor only if two thirds of the voting members vote to permit the action.

All committee and Board of Trustee reports should be circulated through e-mail or hard copy prior to the meeting to allow time for adequate discussion of items on the agenda. Questions arising from the reports can be addressed at the meetings.

Votes on motions that would substantially change college policy may not be taken on the same day that such motions are proposed and require a three-fifths vote of the voting members present.

Any material submitted to the College Assembly for its action shall include the following:
   a. A rational for the proposed action
   b. A properly worded motion for the Assembly’s consideration.

7. Veto
   a. Decisions of the College Assembly are binding unless vetoed by the President of the College or the Board of Trustees.
College Governance, Guidelines and Procedures

b. The President may veto actions taken by the College Assembly within two weeks after such actions are taken. If the President is off campus when an action is taken, she/he may exercise the veto within two weeks after her/his return.

c. A two-thirds majority of the voting members of the College Assembly may request the consideration of the Board of Trustees of an Assembly action vetoed by the President.

ARTICLE II- COMMITTEES OF THE COLLEGE ASSEMBLY

A. COLLEGE COUNCIL

1. Membership

   The president of the College, two faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, two staff nominated by Staff Affairs and elected by the Staff Association and two members elected from Student Government shall constitute the membership of the College Council.

2. Terms

   Faculty and staff shall serve rotating three-year terms. Students shall serve a term of one year, which can be renewed.

3. Chairperson

   The President of the College will serve as the chair of the Council.

4. Duties

   a. To periodically review the Mission, Vision, and Identity Statements of the College and make recommendations to the College Assembly.

   b. To recommend to the College Assembly major initiatives related to the Mission, Vision, and identity of the College.

   c. To act as a liaison between the Faculty, Staff, and Student Associations, and the President.

   d. To advise the President as needed.
College Governance, Guidelines and Procedures

e. To appoint members to the Affirmative Action Committee* and the Sexual Harassment Committees at the beginning of each year. Policies and procedures for these committees are found in the President’s Office.
*Contingent on an institutional decision to retain an affirmative action committee.
f. To receive annual reports from the committees of the College Assembly and from the Faculty and Staff Associations and the Student Government.
g. To submit an annual report to the College Assembly.

B. PLANNING AND BUDGET COMMITTEE

1. Membership
   President, Academic Dean, Dean of Students, VP of Enrollment Management, Chief Financial Officer, Director of Information and Technology, Director of Facilities and Operations, VP of Institutional Advancement, Controller, six faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, two staff nominated by Staff Affairs and elected by the Staff Association, and two student members elected from Student Government.

2. Terms
   Faculty for three-year rotating terms; staff for three-year rotating terms; students will serve a term of one year, which can be renewed.

3. Chairperson
   The President shall preside over the Planning and Budget Committee.

4. Duties
   a. To coordinate and integrate the planning efforts of the major administrative areas of the College in support of the College's strategic initiatives.
   b. To oversee budget preparation, assumptions and the budget.
   c. To seek appropriate consultation and recommendations from the entire College community.
College Governance, Guidelines and Procedures

d. To submit an annual report to the College Council and regular reports to College Assembly.

C. DIVERSITY COMMITTEE

1. Membership
Director of The Center for Multicultural Education, International Student Coordinator, Human Resource Director; VP of Enrollment Management, one faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, one staff nominated by Staff Affairs and elected by the Staff Association, one member elected from Student Government, and three appointees of the Director of the Center for Ethnic Diversity, at least one of which must be a student.

2. Terms
Faculty Association and Staff Association members are three years rotating. Students shall serve a term of one year, which shall be renewable.

3. Chairperson
Director, Center for Ethnic Diversity.

4. Duties
   a. To research and recommend to College Assembly, Faculty Association, Staff Association, Student Government Association and College Administration actions on the full range of diversity issues including religion, ethnicity, race and sexual orientation.
   b. To develop strategies to promote diversity on campus.
   c. To review campus policies and procedures relative to diversity, e.g., hiring practices, recruitment and enrollment goals, etc.
   d. To submit an annual report to College Council and regular reports to College Assembly.

D. ENROLLMENT MANAGEMENT COUNCIL

1. Membership
College Governance, Guidelines and Procedures

Academic Dean, VP of Planning and Enrollment, Dean of Students, Institutional Research Analyst (non-voting), two faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, two staff nominated by Staff Affairs and elected by the Staff Association, and one member elected from Student Government.

2. Terms
   Faculty, rotating three-year terms; staff, rotating three-year terms; students shall serve a term of one year, which shall be renewable.

3. Chair
   Elected from ex officio voting members.

4. Duties
   a. To prioritize enrollment goals
   b. To develop strategies to meet goals
   c. To advise the Admissions Office on policies and practices which relate to student recruitment
   d. To advise on institutional aid policies and practices
   e. To coordinate the work of the Institutional Aid and Scholarship Committee, the Retention Committee, and the Faculty Association’s Admissions Committee
   f. To submit an annual report to the College Council and regular reports to College Assembly.

5. Subcommittees
   a. Institutional Aid and Scholarship
      1. Membership
         Director of Financial Aid, VP of Planning and Enrollment, Chief Financial Officer, one faculty from the Enrollment Management Council, one faculty appointed by the Academic Dean, one staff from the Enrollment Management Council, one student elected by the Student Government Association.
      b. Retention
College Governance, Guidelines and Procedures

1. Membership
   Dean of Admissions and Financial Aid, a member of the Student Development staff, WED Program Coordinator, one faculty from the Enrollment Management Council, one staff from the Enrollment Management Council, athletic staff representative, Enrollment Management Council student representative, two representatives from the academic advising staff.

E. INFORMATIONAL RESOURCES COMMITTEE

1. Membership
   Director of Information and Technology, Library Director, Academic Dean, three Faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, two staff nominated by Staff Affairs and elected by the Staff Association, and two students elected by the Student Government Association.

2. Terms
   Faculty shall serve for three years and be elected on a rotating basis. Staff shall serve for three years and will be elected on a rotating basis. Students shall serve a term of one year, which shall be renewable.

3. Chairperson
   The Director of Information and Technology and the Library Director shall serve as co-chairs.

4. Duties
   a. To review, integrate and act on recommendations from the subcommittees (Academic Resources, Administrative Resources, Emerging Technologies, Web/E-mail), and to set policies governing the use of Information Resources by the College.
   b. To set direction and provide leadership in integrating information technology in the service of learning and teaching.
College Governance, Guidelines and Procedures

c. To set direction and provide leadership in establishing and maintaining high quality support services for students, faculty and staff.
d. To investigate technology on the horizon; to evaluate and plan for the uses of these new technologies on campus.
e. To provide direction and leadership for Web and e-mail use on campus.
f. To make recommendations to the College Assembly, Planning and Budget and the Administrative Team.
g. To submit an annual report to the College Council and regular reports to the College Assembly.

5. Subcommittees

Committee members must serve on only one subcommittee. Remaining subcommittee members will be solicited from the College at large. Subcommittees will hold at least one open meeting a semester to gather College wide input.

a. Academic Resources
   1. Membership
      Manager of Academic Computing, Library Director, Three Faculty, One Staff, One Student.

b. Administrative Resources
   1. Membership
      Manager of Administrative Computing, Manager of Instructional Technology and Communications, One Faculty; Two Staff, One Student.

c. Emerging Technologies
   1. Membership
      Director of Computer and Information Services, Academic Dean, Two Faculty, One Staff, One Library Staff, One Student.

d. Web/Email
   1. Membership

By-Laws of College Assembly – Amended and Adopted by the College Assembly 02/21/00 Amended 08/2012; amended on 09/2014
F. STUDENT AFFAIRS COMMITTEE

1. Membership
   Dean of Students, Director of College Ministries, Director of Student Activities, Director of Residence Life, four faculty members nominated by the Nominations and Governance Committee and elected by the Faculty Association, one staff member nominated by Staff Affairs and elected by the Staff Association, and three student members chosen by Student Government.

2. Terms
   Elected members shall serve three years with at least one member elected each year. Students shall serve a term of one year, which shall be renewable.

3. Chairperson
   The Dean of Students shall serve as chairperson.

4. Duties
   a. To serve as advisory to the Dean of Students
   b. To serve as the Student Conduct Committee as needed
   c. To approve recognition and status of student organizations upon the recommendation of the Student Government Association
   d. To review, research and recommend student life policies and concerns
   e. To select students for inclusion for Who's Who in American Colleges and Universities
   f. To undertake other duties as directed by the College Assembly
   g. To submit an annual report to the VP of Dominican Life and Mission and regular reports to the College Assembly.

G. ATHLETIC ADVISORY COMMITTEE

1. Membership
College Governance, Guidelines and Procedures

Athletic Director, Faculty Athletic Representative, Senior Women's Administrator, Male and Female Student Representatives, one faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, one staff nominated by Staff Affairs and elected by the Staff Association, and one student elected by Student Government.

2. Terms

Faculty Association and Staff Association members are three-year rotating terms. Students shall serve a term of one year, which shall be renewable.

3. Chairperson

The Athletic Director shall serve as chairperson.

4. Duties

a. To regularly review policies and procedures governing athletics and to recommend appropriate changes.

b. To act in an advisory capacity to the Athletic Director, College Assembly and College Administrators.

c. To advise the Director on the departmental budget.

d. To submit an annual report to the VP of Dominican Life and Mission and regular reports to the College Assembly.

H. DOMINICAN MISSION COMMITTEE (name change 09-20-07)

1. Membership

Director of Dominican Mission, President of the College or his/her representative, a representative appointed by the Religious Studies Department, a representative appointed by College Ministries, and two faculty appointed by VP of Dominican Life and Mission and Academic Dean jointly.

Elected: One faculty nominated by the Nominations and Governance Committee and elected by the Faculty Association, one staff nominated by Staff Affairs and elected by the Staff Association, and one student elected by Student Government.

2. Terms
College Governance, Guidelines and Procedures

Appointed faculty will serve three-year terms with one person appointed each year. Elected faculty and staff will serve two-year terms. Students will serve a term of one year, which shall be renewable.

3. Chairperson
The VP of Dominican Life and Mission will serve as Chair.

4. Duties
a. To promote the Catholic intellectual tradition in curricular and co-curricular programs
b. To continue the exploration of Edgewood's Catholic and Dominican identity and to share the fruit of that study with the college community.
c. To enrich Edgewood's Catholic and Dominican tradition through dialogue and in collaboration with other religious traditions in our diverse community.
d. To ensure that college policies and procedures embody Catholic social teaching.
e. To ensure that the religious faith and practices of all community members are affirmed and respected.
f. To submit an annual report to the College Council and regular reports to the College Assembly.

I. SPECIAL COMMITTEES
Two types of committees formed for a particular purpose.

1. Ad Hoc
These are committees formed for a particular event or purpose whose existence is assumed to be for one year or less.

2. Standing Committees
These are committees whose task is understood as on-going, but whose responsibilities relate to matters not covered by the above-named committees.
ARTICLE III

These bylaws may be amended by a three fifths vote of those members of the College Assembly entitled to vote who are present at the meeting when such a vote is taken. A vote on an amendment to the Bylaws may not be taken on the same day such amendment is proposed. Veto provisions described in Article I, C, 7 apply to amendments, as well as to other actions of the College Assembly.
GUIDELINES AND PROCEDURES FOR NOMINATION OF FACULTY TO BOARD OF TRUSTEES

I. There shall be two faculty members on the Board of Trustees

II. Eligibility

Any full-time faculty member who has been at Edgewood for at least a full academic year prior to taking a seat upon the Board is eligible.

III. Procedures (these are in chronological order)

A. The Nominations and Governance Committee, serving as the nominating committee, will choose a slate of at least five potential candidates.

B. The Nominations and Governance Committee will publish the slate at least one week before the balloting.

C. Any group of three faculty members may nominate additional candidates by submitting petitions to the Nominations and Governance Committee during the period of open nominations.

D. At a meeting of the Faculty Association, the nominees will present their view of the role of the faculty member on the Board of Trustees.

E. Based upon the balloting results, preference ranking of the nominees will be done by the Nominations and Governance Committee.

F. The slate of five candidates, ranked in order of preference, will be presented by the Nominations and Governance to the VPAA prior to submission to the Search and Nominating Committee of the Board.

IV. Terms of Office and Vacancies

A. All terms will be for three years.

B. No one will serve more than two consecutive terms.
College Governance, Guidelines and Procedures

C. Vacancies will be filled by preference ranking of nominees according to the above procedures for the remainder of the unexpired term.
NEW FACULTY SEARCH PROCEDURES

(for tenure-track, full-time positions)

1. Normally appointments will be at the junior, assistant professor level.

2. The searches will be national in scope. Faculty Requisition Forms should be obtained from the Human Resource Office. These, along with position descriptions, qualifications, etc., should be submitted by the School Dean to the Academic Dean’s Office. After they are approved, they will be returned to the Human Resource Office. The latter may place the ads in The Chronicle of Higher Education and other appropriate listings. Faculty job announcements will be placed on the Edgewood College Job Posting Board and its website, and on higheredjobs.com. When possible, ads from a number of schools and/or departments will be coordinated and run together.

3. A Human Resource Office representative will meet with the Search Committee Chair to review college procedures and definitions governing expenses for overnights, hospitalities, relocation, etc. They will also inform the Chair as to how the Human Resource Office can assist in the search.

4. Normally, candidates will be accommodated at the Inn-Towner on University Avenue, Howard Johnson Plaza on West Johnson, the Inn on the Park on the Square, or The Arbor House on Monroe Street. The Human Resource Office will make the reservations for the candidate. Meals off campus should be limited to 3 or 4 individuals. Fifteen percent tips are generally appropriate. If it is necessary to include more individuals, the meals should be held on campus. Candidates are generally advised to make their own airline reservations, but should be asked to consider making travel arrangements with enough time in advance to obtain reasonably priced airfares. Expense reports should be completed in a timely manner and submitted to the Human Resources Office with appropriate documentation (receipts, etc.). The College Business Office can normally prepare checks within a day of receiving receipts or if they are submitted early in the day they can be ready by the end of the business day.

5. Search committees will be established for each new position. Each search committee will consist of appropriate members of the school or department receiving the new position, two faculties from outside the school or department and one student. Recommendations
for membership on the committee should be made to the Academic Dean or School Dean who will set up the committee and charge it with its responsibilities. These will include screening applications, identifying candidates for interviews, interviewing the candidates and making final recommendations to the Academic Dean.

6. Applicants considered for the position should fit the broad based goals and objectives of the school/department and the College. Their areas of expertise should be broadly defined rather than narrowly so. They should exhibit a clear understanding of their responsibilities as Edgewood College faculty, in teaching, advising, Human Issues, school/departmental and college governance and to their own professional development. They should also exhibit a clear understanding of an agreement with the mission, vision and identity of the College and its Dominican Catholic identity.

7. The first stage of the review process should be narrowing the applicant pool to 6 – 8 candidates. Members of the search committee should do phone interviews with each of these candidates. The phone interviews should narrow the pool to three candidates. These candidates will then be brought to campus for interviews by the search committee, the School Dean, the Academic Dean, the President and the Director for Mission and Identity. A Human Resource representative should be included on the candidates’ schedule for a discussion of benefits and relocation policy. After the interview process is complete, the committee will request input from the President, the Academic Dean and the School Dean on the merits of each candidate. Recommendations for filling the position will then be made by the School Dean to the Academic Dean. It is highly recommended that candidates be invited to teach a class while they are on campus for their interview.

8. In the rare event that tenure is recommended upon hire, the following requirements must be satisfied:

- The candidate has obtained tenure at a previous institution
- Edgewood College tenured and tenure-track faculty in the relevant constituent unit must support the application for hire with tenure
- The Vice President of Academic Affairs, Academic Rank Committee, President and the Board of Trustees must approve the tenure request.
9. In keeping with the College’s mission, vision, identity and strategic initiatives, and with academic planning priorities, we encourage the hiring of minority candidates.

10. The files of applicants who are not hired must be returned to the Human Resources Offices at the conclusion of the search. The Human Resource Office will notify all applicants that the position has been filled.

11. When the position has been filled, the Dean/Chairperson should refer to the New Faculty Intake Procedures in the Faculty Policy Manual.

Academic Dean’s Office
July 2002/revised February 2008/revised 2010
NEW FACULTY INTAKE PROCEDURES

(upon appointment to a faculty position, full or part time)

The Dean of the School or Department Chairperson will:

- Contact the Human Resources Office with information on the new hire, so that announcements of the position may be removed
- Send the new hire to the Human Resources Office to complete paperwork so that e-mail, mail, etc., may be arranged
- Send file materials to the Academic Dean’s Office (resume, reference letters or notes, official transcripts, etc.)
- Assign an office room and number; explain voice mail and arrange with the Manager of Instructional and Communications Technology for voice mail
- Request key from Maintenance Department
- As soon as possible, provide Academic Dean’s Office with office number and phone extension of the new faculty person
- Have school/department copy of the Faculty Policy Manual available for reference. (Only full time faculty will receive a copy of this manual)
- Provide new faculty with a current catalog and current timetable
- Familiarize the new faculty member with relevant department/school and College processes and procedures. Remember, you are his/her only contact with the College on academic matters
- Provide a school/department faculty member as ongoing guide/mentor.

The Academic Dean’s Office will:

- Re: full time faculty, write the appointment letter (with copies to: President, Chief Financial Officer, School Dean, Department Chairperson and Director of Human Resources) and enclose relocation policy of the Human Resources Office.
College Governance, Guidelines and Procedures

- **Re: part time faculty**, write a contract letter including a paragraph stating that the new faculty person should contact the Human Resources Office and set up an appointment to sign appropriate employment papers and receive important information.

- Determine salary and rank

- Send copies of the signed contracts of part time faculty to Human Resources Office and Business Office before the first pay period in September or February. (Signed copies of full time contracts should be sent from the President’s Office to the Academic Dean, Human Resources Office and Business Office).

- If full time, provide copy of Faculty Policy Manual

- Provide orientation for new faculty. The Human Resource Office also provides frequent orientations on College-wide matters.

- Appoint a mentor for the new full time faculty.

**The new hire will:**

- Contact the HR Office to complete paperwork. Paychecks cannot be processed until all the required paperwork is complete. The Immigration Act requires that form I-9 be completed before a faculty member’s third working day.

- Attend an orientation session sponsored by the Academic Dean’s Office.

  Academic Dean’s Office
  July 2002/revised February 2008
DEAN/CHAIR’S ROLE IN ORIENTING NEW FACULTY

Deans/Chairs will be responsible for ensuring that new faculty are familiarized with:

1. Dates when classes start—when they end. Differentiate between Day, RAAD, graduate and evening courses. Evaluation week—when grades are due.
2. Grading systems used by/acceptable to School/Department
3. Testing/Evaluation options used by/acceptable to School/Department.
4. The curriculum of the School/Department. Major and minor requirements. Where the faculty member’s courses fit in.
5. The instructional expectations of the School/Dean or Department/Chair as well as other faculty/students/administration.
6. Instructional expectations of, similarities between, the differences between teaching day, evening, RAAD, and graduate courses.
7. Adult learners in the major—similarities and differences in expectations, teaching behaviors, and learning behaviors.
8. Checklists used to help clarify degree requirements. Break down and discuss each General Education category. Note requirements for both numbers of courses and minimum credits to be fulfilled in each category.
   General Education Requirements
   - Foundations of Communication
   - Foundations of Human Knowledge
   - Human Issues
9. How to Xerox—where to Xerox—copyright laws—code numbers.
10. Take on a personal tour of entire campus including all buildings—especially noting all classrooms. Show dining hall, show where bathrooms are located, show all exits and entrances.
11. Office hours—how many—spread over week.
12. School/departmental administrative procedures—add, drop, incomplete, academic appeal, prerequisites, admission, dismissal, how to appeal rules. Links to procedures in Registrar’s Office.
13. Teaching expectations of the particular faculty member—number of courses/mix of courses this faculty will teach.
   Give a list of who teaches what, rotation schedule of courses—options for developing new courses—Winterim and summer options.

14. Discuss the School’s/Department’s support of Human Issues. Clearly explain the two different methods by which undergraduate students may complete the Human Issues project. If appropriate, discuss why there are the two interdisciplinary courses at the graduate level and the school’s/department’s expectations for these courses.

15. Introduce the new faculty to EdgeReg and other online College information resources.
   Explain how to read each—what all the symbols mean, and how to use EdgeReg/timetable with the catalog as an aid to registration.

16. Voice Mail. How to use it, etc.

17. Assist in familiarizing the new faculty with Edgewood’s technology resources.

   Academic Dean’s Office
   July 2003/revised February 2008
Scholarship Statement approved by Faculty Association 01/29/07

SCHOLARSHIP STATEMENT

Scholarship at Edgewood reflects the College’s Dominican commitment to vital and free inquiry. In particular, the Dominican traditions of disputation encourage intellectual argumentation and the expansion of knowledge beyond assumed boundaries. As an inherently provocative and multifaceted endeavor, scholarship may evoke passionate debate within and outside the academic community.

Scholarship entails a number and variety of interlocking activities that as a whole:

- Evidence thoughtful, ongoing engagement within a community of scholars
- Result in creative and meaningful additions to evolving bodies of knowledge
- Bear the test of peer scrutiny and public presentation
- Demonstrate commitment to excellence in teaching.

As Edgewood College is a teaching institution, the results of scholarship applied in the classroom are respected. Scholarship is valued as an expression of the faculty’s love of learning and is made manifest principally but not exclusively as the discovery of new knowledge, the integration of bodies of specialized knowledge, and the application of knowledge to promote problem solving and positively impact the quality of life in the larger community. Evidence of accomplishment includes integration and application of knowledge gained through research, study, and other forms of scholarly inquiry and will appear in areas that sometimes overlap.

Evidence of scholarship may be demonstrated in the following areas:

Discovery of knowledge comprised of:

- Peer reviewed publications
- Scientific research
- Presentations and papers delivered at professional conferences
- Artistic investigations and productions
- Pedagogical developments such as innovative teaching theories or practices
- Public dissemination of scholarship in a form relevant to one’s discipline or profession.
Integration of knowledge including activities that:

- Interpret the questions and findings from one area of specialization to another
- Apply the concepts and finding in one area of specialized inquiry to the resolution of questions and problems in related disciplines
- Promote interdisciplinary initiatives.

And

Application of knowledge which may involve:

- Sharing of expertise to address a local or global challenge
- Substantial consultation that affects professional approaches
- Clinical practice that engages the results of research
- Collaboration with students in investigative studies and dissemination of findings
- Production of a textbook or translations
- Creation of a public website disseminating substantial research
- Artistic performances
- Integration of scholarship into teaching practice.

Rational for the Changes to the Scholarship Statement

Based on their experience with the promotion and tenure process, in the Fall of 2005, Faculty Council made a formal request to Faculty Affairs that the Scholarship Statement be revised. The goals of the revision were to:

1. Clarify the definition of scholarship, given the context of Edgewood College (in terms of it being a teaching institution and the diversity of how scholarship is achieved and evidenced).
2. Provide a more streamlined definition, so as to provide guidance to those who use it to build and maintain their portfolios (in particular for promotion & tenure).

Approved by Faculty Association January 29, 2007
Effective August, 2007
## SCHOLARSHIP

<table>
<thead>
<tr>
<th>Instructor/Assistant</th>
<th>Assistant to Associate</th>
<th>Associate to Tenure</th>
<th>Tenure to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current description</strong></td>
<td><strong>Assistant to Associate</strong></td>
<td><strong>Associate to Tenure</strong></td>
<td><strong>Tenure to Full</strong></td>
</tr>
<tr>
<td>From Faculty Handbook Section 3-9</td>
<td>In addition to the previous column, pursues a program of scholarly activity as defined by the Edgewood College scholarship document and has the degree accepted as terminal in her/his discipline.</td>
<td>In addition to the previous column, demonstrates a public record of scholarly activity as defined by the Edgewood College scholarship document.</td>
<td>In addition to the previous column, achieves recognition outside the College for scholarship.</td>
</tr>
<tr>
<td>Examples include but are not limited to:</td>
<td></td>
<td><strong>Associate to Tenure</strong></td>
<td><strong>Tenure to Full</strong></td>
</tr>
<tr>
<td>• Successful completion of dissertation, or appropriate terminal product, judged to be of significance by other experts in the field.</td>
<td>• Identifies and clearly describes coherent program of scholarly inquiry.</td>
<td>• Actively and effectively participates in one’s field through publications, scientific research, exhibitions or artistic performances, investigations or productions</td>
<td>• Delivers invited papers or presentations to share scholarship</td>
</tr>
<tr>
<td>• Maintains up-to-date understanding of work in her/his field of specialization and comprehends the directions of current research.</td>
<td>• Utilizes college-wide resources to pursue and develop scholarship (i.e., faculty mini-grants, Ebben Fund, Engaged Fellows, presentations at Edgewood College Faculty Colloquium).</td>
<td>• Actively collaborates with students to disseminate scholarly findings to public audiences</td>
<td>• Serves on editorial or other scholarly review boards in area of expertise</td>
</tr>
<tr>
<td></td>
<td>• Integrates scholarship into teaching practice</td>
<td>• Publishes or presents scholarship in other public forums – i.e. newspaper, periodicals,</td>
<td>• Earns award for significance of scholarship</td>
</tr>
<tr>
<td></td>
<td>• Develops scholarship of teaching and the scholarship of assessment.</td>
<td></td>
<td>• Successfully mentors and/or collaborates with junior faculty within and outside of the department on scholarly projects</td>
</tr>
<tr>
<td></td>
<td>• Attends and presents at conferences applicable to program of scholarly activity.</td>
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<td>• Publishes a book in area of scholarly expertise.</td>
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</table>
### SCHOLARSHIP

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<tr>
<th>Instructor/Assistant</th>
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<th>Associate to Tenure</th>
<th>Tenure to Full</th>
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<tbody>
<tr>
<td></td>
<td>• Publically disseminates scholarship in a form relevant to one’s discipline or profession.</td>
<td>community organizations</td>
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<tr>
<td></td>
<td>• Participates in professional associations.</td>
<td>• Applies scholarship in practical ways in service to the students and/or college community and/or wider community</td>
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</tr>
<tr>
<td></td>
<td>• Engages students in collaborative scholarship efforts</td>
<td>• Secures grant or award from outside source to pursue scholarly activity</td>
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<tr>
<td></td>
<td>• Develops programs and projects (within area of specialization and in interdisciplinary areas) explicitly informed by scholarship</td>
<td>• Contributes to or authors textbooks, chapters, articles, translations, or other educational materials, in area of expertise</td>
<td></td>
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<tr>
<td></td>
<td>• Conducts clinical practice that engages the results of research</td>
<td>• Applies the concepts and findings in one area of specialized inquiry to the resolution of questions and problems in related disciplines</td>
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<tr>
<td></td>
<td>• Shares expertise to address a local or global challenge</td>
<td>• Promotes interdisciplinary initiatives</td>
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<tr>
<td></td>
<td>• Creates public website disseminating substantial research</td>
<td>• Provides substantial consultation or training</td>
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</tr>
<tr>
<td></td>
<td>• Interprets the questions and findings from one area of specialization to another.</td>
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</table>
College Governance, Guidelines and Procedures

<table>
<thead>
<tr>
<th>Instructor/Assistant</th>
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<tr>
<td></td>
<td></td>
<td>related to scholarly expertise that affects approaches</td>
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<tr>
<td></td>
<td></td>
<td>• Contributes to pedagogical developments such as innovative teaching theories and practices</td>
<td></td>
</tr>
</tbody>
</table>
### TEACHING

<table>
<thead>
<tr>
<th>Current description From Faculty Handbook Section 3-9</th>
<th>Instructor/Assistant</th>
<th>Assistant to Associate</th>
<th>Associate to Tenure</th>
<th>Tenure to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of superior teaching and commitment to student development</td>
<td>In addition to the previous column, demonstrates excellence in teaching and commitment to student development.</td>
<td>In addition to the previous column, demonstrates a continuing record of excellence in teaching.</td>
<td>In addition to the previous column, sustains excellence in teaching.</td>
<td></td>
</tr>
<tr>
<td>Examples include but are not limited to:</td>
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<tr>
<td>• Encourages students to complete course evaluations;</td>
<td>• Demonstrates improvement and integration of changes in teaching based on student evaluations and assessment of student learning</td>
<td>• Demonstrates excellence in teaching by implementing:</td>
<td>• Mentors faculty in developing their teaching</td>
<td></td>
</tr>
<tr>
<td>• Utilizes student course evaluations to:</td>
<td>• Implements innovative teaching strategies</td>
<td>a. A variety of effective evaluation strategies</td>
<td>• Serves as faculty mentor for faculty both inter-departmental and college-wide</td>
<td></td>
</tr>
<tr>
<td>a. Identify teaching strengths</td>
<td>• Uses a variety of assessment tools to evaluate student learning</td>
<td>b. Innovative learning activities and assignments</td>
<td>• Facilitates faculty seminars/discussions related to teaching improvement, i.e. faculty reaching groups</td>
<td></td>
</tr>
<tr>
<td>b. Identify areas for growth</td>
<td>• Mentors independent study projects</td>
<td>c. Coursework incorporating community-based or service learning</td>
<td>• Assists faculty in developing teaching component of promotion portfolio</td>
<td></td>
</tr>
<tr>
<td>c. Develop a plan to address areas needing improvement.</td>
<td>• Advances teaching by participating in faculty development seminars</td>
<td>• Mentors undergraduate student research</td>
<td>• Makes evident effective guidance to students, particularly those assigned as advisees or those</td>
<td></td>
</tr>
<tr>
<td>• Utilizes syllabus to guide teaching by:</td>
<td></td>
<td>• Shows evidence of thorough and imaginative course planning and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Providing clear directions for student assignments and evaluation criteria</td>
<td></td>
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Passed by Faculty Association 04/27/09; edited 01/30/17

3-7.2
## TEACHING

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<tbody>
<tr>
<td>b. Clearly articulating course grading methods</td>
<td>• Shows evidence of thorough and imaginative course planning and preparation for individual classroom, field settings laboratory and studio sessions</td>
<td>preparation for individual classroom, field settings laboratory and studio sessions</td>
<td>students being mentored</td>
</tr>
<tr>
<td>c. Using appropriate assignments and effective teaching strategies to achieve course objectives</td>
<td>• Seeks peer evaluation of teaching through invited observation, course content evaluation, grading assignments, etc.</td>
<td>• Develops new courses or enriches existing courses</td>
<td>• Adapts to needs of student learning and the college through development of new courses or re-focusing professional expertise</td>
</tr>
<tr>
<td>d. Providing guidance to students with disabilities about where to seek accommodations, as well as following student’s approved accommodations.</td>
<td>• Effective lecture presentations and discussion leadership.</td>
<td>• Works to develop new programs/curricula or strengthens existing programs/curricula</td>
<td>• Receives recognition for expertise or excellence in teaching.</td>
</tr>
<tr>
<td>• Demonstrates timely, fair review and evaluation of student work</td>
<td>• Adapts pedagogy to the needs of an increasingly diverse student body.</td>
<td>• Seeks external peer evaluation of syllabi through appropriate professional organizations</td>
<td>• Facilitates panels/workshops/Discussions that promote diversity and inclusion.</td>
</tr>
<tr>
<td>• Observes expert faculty in the</td>
<td>• Seeks out faculty development opportunities to deepens/advance</td>
<td>• Demonstrates scholarly competence and familiarity with current developments in one’s field</td>
<td></td>
</tr>
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</table>
## TEACHING

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</thead>
</table>
| classroom to enhance one’s teaching.  
• Assigns readings that reflect the richness of the world’s diversities, cultures, and ethnicities (if it is relevant to the particular subject matter). | one’s understanding of diversity and inclusion. | teaching excellence, i.e., teaching improvement grants, engaged fellows program.  
• Develops new courses/strengthens existing courses that reflect a commitment to diversity and inclusion (e.g., courses on African American Literature, the Mental Health Movement of the 1960s, Women’s Movement, etc. as appropriate to an individual’s discipline. | |
# College Governance, Guidelines and Procedures

## SERVICE

<table>
<thead>
<tr>
<th></th>
<th>Instructor/ Assistant</th>
<th>Assistant to Associate</th>
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<th>Tenure to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current description from Faculty Handbook Section 3-9</strong></td>
<td>Collaborates effectively in school/departmental and College governance and in other collegial activities. Commitment to student advising.</td>
<td>In addition to the previous column, contributes to school/departmental affairs, academic programs, collegial governance, collegial activities and student life. Demonstrates excellence in advising.</td>
<td>In addition to the previous column, provides leadership for school/departmental affairs, academic programs, college governance, collegial activities and student life, and contributes to the Mission and Vision of the College. Demonstrates a continuing record of excellence in advising.</td>
<td>In addition to the previous column, manifests an exemplary commitment to the College’s Mission and its Sinsinawa Dominican traditions. Provides leadership in articulating and interpreting the College’s vision. Mentors junior faculty. Achieves excellence in advising.</td>
</tr>
<tr>
<td><strong>Examples include, but are not limited to:</strong></td>
<td>• Attends Constituent Unit activities and events; • Productively participates in meetings of the Constituent unit, School and College; • Contributes constructively to production of documents, policies, procedures (e.g.)</td>
<td>• Serves on elected or ad-hoc committees, pursuant to one’s interest; • Is a productive and collegial member of the Constituent Unit participating in a broad range of administrative activities and functions (e.g. curriculum development,</td>
<td>• Provides documented evidence of leadership in Constituent Unit affairs (e.g. directing initiatives; chairing subcommittees; drafting key documents; representing the</td>
<td>• Successfully mentors junior faculty both inside and outside the Constituent Unit; • Shows sustained and exemplary commitment to college’s mission through continued involvement and leadership in governance activities</td>
</tr>
<tr>
<td>SERVICE</td>
<td>Instructor/ Assistant</td>
<td>Assistant to Associate</td>
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<td>Tenure to Full</td>
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</table>
|  | timetable, catalog, curriculum, website, recruitment;  
- Demonstrates an understanding of college history, mission, vision, governance structure and policies;  
- Demonstrates an awareness of the College’s commitment to diversity and inclusion | assessment, program evaluation, academic planning, advising;  
- When asked, serves on Search Committees, providing support to the recruitment and selection of members of the College community, including faculty and staff positions;  
- Participates in an array of campus initiatives (e.g., recruitment, student activities, student government, cultural events, entertainment, sports, campus ministry, student travel, alumni affairs);  
- Supports fields and activities other than one’s own (e.g., attendance at lectures, concerts, and exhibitions); | Constituent Unit before other bodies;  
- Demonstrates commitment and service to the broader college community (e.g., writing thorough and useful letters of evaluation; inter-departmental collaboration; development of interdisciplinary initiatives; College-wide committee membership);  
- Maintains productive and collegial relationships across the college (as attested in letters of recommendation and Constituent Unit support);  
- Participates in activities that promote mission, vision and visibility throughout the Constituent Unit, School and College;  
- Promotes a positive image of the college through service to the community beyond campus;  
- Purposefully helps foster and maintain productive and collegial relationships across the college (as attested in letters of recommendation and Constituent Unit support);  
- Takes on position of leadership within a national or local scholarly association;  
- Promotes and engages in diversity and inclusion initiatives throughout the College. | 
## SERVICE

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<tbody>
<tr>
<td></td>
<td>• Contributes to the cultural, intellectual, and residential life of the community.</td>
<td>• Supports diversity and inclusion initiatives on campus and/or throughout the larger community (e.g., work with Centro Hispano, OutReach, Wisconsin Women’s Network, etc.).</td>
<td>of the college to the community beyond campus through service.</td>
</tr>
<tr>
<td></td>
<td>• Supports various offices/programs that promote diversity and inclusions (e.g., Veteran’s office, Women and Gender Studies Program, Center for Multicultural Education, Disability Services, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Current description from Faculty Handbook Section 3-9</td>
<td>Commitment to superior teaching, student development and student advising.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples include, but are not limited to:</td>
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<tr>
<td></td>
<td>• Demonstrates interest and establishes rapport while advising students in the fulfillment of the degree requirements of the College;</td>
<td>• Establishes a track record of successful advising;</td>
<td>• Is actively involved in advising students and supporting other faculty advisors;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understands the emerging needs of one’s constituents units &amp; Schools;</td>
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Passed by Faculty Association 04/27/09; edited by Faculty Association 01/27/17

3-7.3
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>• Actively participates in retention efforts and attends advising events;</td>
<td>discipline and field and communicates these to advisees;</td>
<td>• Identifies improvements needed to Constituent Unit advising processes and policies;</td>
<td>• Purposefully helps foster and maintain productive and collegial advising relationships across the College (as attested in letters of recommendation and Constituent Unit support.</td>
</tr>
<tr>
<td></td>
<td>• Keeps appropriate advising records and uses the system information system for advising;</td>
<td>• Advises students on issues after graduation – work or graduate school;</td>
<td>• Assists in conducting discipline specific advising sessions and workshops for students and other faculty.</td>
<td></td>
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<tr>
<td></td>
<td>• Follows all College policies and procedures in regard to advising;</td>
<td>• Demonstrates competence in creating and revising the degree plans for the discipline;</td>
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<tr>
<td></td>
<td>• Knows about and makes use of academic support services.</td>
<td>• Exhibits few, if any errors when advising students;</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates competence in helping students reach their degree goals.</td>
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</table>
Principles and Purposes
A policy of faculty evaluation should provide a description of the responsibilities of both the faculty and the administration, which reflects Edgewood College’s goals, mission, and conception of scholarship. The process for evaluating faculty should facilitate the growth of individual faculty members by assessing their accomplishments and goals in light of the needs and commitments of the College. Faculty evaluation is a generic process, which provides a basis for awards, promotion, renewal and tenure decisions, and other processes related to faculty development.

The basis for evaluation of individual faculty members will be the individual’s goals as formulated in consultation with his/her instructional unit, the unit’s Dean/Chairperson and the Academic Dean and judged to be compatible with published institutional goals and commitments and the institution’s conception of scholarship.

The Faculty Member’s Portfolio
Scholarship and service are essentially public activities; consequently, each faculty member is responsible for maintaining and updating a portfolio with the following items. A faculty member’s portfolio should reflect and guide his/her growth and development as well as the evolution of his/her institutional responsibilities. Faculty members should collect data of those kinds and in those categories that are relevant to assessing progress toward the individual’s institutionally approved goals and responsibilities.

I. Data relevant to the evaluation process. Such data should provide evidence of scholarly growth and development and of service to the College and larger community. Data should include student and peer evaluations, evidence of student learning, a record of publication, presentations, performances, etc., Dean’s or Chairperson’s evaluation, and other evidence of scholarly development and community service.
College Governance, Guidelines and Procedures

A. Data bearing on the faculty member’s scholarship should be collected in the following areas as called for by the individual faculty member’s stated goals and commitments.

1. Scholarly growth and achievement in teaching as indicated by
   ✓ Student learning as indicated by, e. g., student achievement on assessment measures, portfolios of student work, achievements of graduates
   ✓ Faculty member’s classroom performance as reflected by, e. g., peer evaluation, student evaluation, video recordings
   ✓ Current-ness of course content as indicated by, e. g., course syllabi and readings, peer and advisory evaluation
   ✓ Research on the individual’s own teaching, on the development of pedagogy in his/her discipline, and on how students learn
   ✓ Development and integration of courses and programs

2. Scholarly growth and achievement in the discovery of new knowledge as indicated by
   ✓ Earned academic degrees
   ✓ Publications and presentations of research or other creative activity addressed to the scholar’s peers
   ✓ Participation in conferences and conventions or other forms of participation in the dialogue within the individual’s discipline
   ✓ Program of studies and research based on current developments in the individual’s field of specialization
   ✓ Grants and other forms of support for research or artistic activity.

3. Scholarly growth and achievement in the integration and application of knowledge
   ✓ Projects which interpret and apply specialized knowledge across scholarly disciplines

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College Governance, Guidelines and Procedures

✓ Interdisciplinary development within the College’s curriculum
✓ Application of the individual’s specialized knowledge in the development and/or evaluation of projects which address problems facing the larger community’s schools, businesses, civic organizations, and community leaders.

B. Data bearing on the faculty member’s service to the College and the larger community should be collected in the following areas as called for by the individual faculty member’s stated goals and commitments:

1. Service to the individual’s academic department and the College
   ✓ Significant contribution to governance of the College through committee work, other collegial activities, and administrative responsibilities
   ✓ Accommodation to the special needs of the College and/or department
   ✓ Service to the Human Issue Program, First Year Forum and other high priority programs
   ✓ Effective academic advising
   ✓ Sponsorship of student activities/organizations and other contributions to student life and welfare
   ✓ Other.

2. Service to the community-at-large
   ✓ Membership on boards and committees
   ✓ Leadership and other significant contributions to specific organization
   ✓ Presentations to churches, community organizations, area schools, and businesses, etc.

II. A statement of the faculty member’s plans for scholarly development and community service. This statement should be formulated in consultation with the individual’s academic unit, School Dean or Department Chairperson, and the Academic Dean. It should reflect the goals and mission of the College, the

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College Governance, Guidelines and Procedures

College’s commitment to scholarship, the needs and goals of the individual’s school or department, and the individual’s scholarly and service objectives. The individual’s plan for scholarly development and community service should be updated periodically, annually for faculty on probationary appointments and at least every five years for tenured faculty.

Evaluation Process/File

1. A faculty member’s portfolio is to be updated annually. Updates should include data pertaining to the evaluation process and a summary of the faculty member’s progress toward the goals set out in his/her plans for scholarly development and community services.

2. Evaluation of the faculty member’s continuing professional growth will occur according to a set schedule.

3. Faculty on probationary appointments will be reviewed annually by the Dean of their School or Chair of their academic department and will undergo pre-tenure review by the Academic Dean and members of the Academic Rank Committee at the midpoint on the faculty member’s tenure track.

4. Tenured faculty will be reviewed on a five-year cycle and more frequently at the Dean’s discretion. The following guides post-tenure review:
   A. Policy Statement:
      The post tenure review policy provides procedural guidelines for the VPAA, deans, department chairs and faculty members who are responsible for engaging in the post-tenure review process.
   B. Reason for Policy:
      The reason for this policy is to establish a clear procedure for post-tenure review. To ensure that all academic units within the college are using the same uniform procedures, and following the same timelines for post-tenure reviews.
   C. Purpose/Background:
      i. To maintain individual and institutional vitality, tenured faculty members need continuous faculty development. The College should

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provide opportunities for such faculty development and recognize the various stages of faculty careers.

ii. Post-tenure review does not affect tenure. Instead, it is intended to facilitate the ongoing professional development of faculty. In doing so, it strives to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers, while ensuring an equitable distribution of workload among faculty.

Edgewood College already has in place the requirement of a five-year review for tenured faculty (see Faculty Handbook, Section 3.8). The goal of this new post-tenure review document is to more clearly outline a process to assist faculty members in continued development and excellence in their teaching, scholarship and professional service.

Post-tenure review is designed to be a supportive process used to encourage faculty to continue their professional growth and thereby strengthen their contribution to Edgewood College. It is an opportunity to enhance each faculty member’s professional development, improve department and school effectiveness, and contribute to overall academic quality. It allows the individual faculty member and the department/school to review and discuss the faculty member’s strengths, interests, and accomplishments and ensure that these are compatible with and contribute to the needs of our students and the faculty member’s department/school.

The purpose to post-tenure review at Edgewood College is to do the following:

1. Acknowledge, encourage, and support professional development of tenured faculty.
2. Support the advancement of tenured faculty members’ professional development and provide constructive recommendations and support for improvements, if needed.
3. Affirm and/or adjust the work of the faculty member to advancing the priorities and supporting the needs and programs of the department/school.
Frequency of Post-Tenure Review

Tenured faculty will be reviewed by the Academic Dean on a five-year cycle and more frequently at the Dean’s discretion. The Academic Dean with the assistance of Deans of Schools or Chairpersons of Departments has primary responsibility for implementing and administering the evaluation process. Faculty members submitting materials for promotion to Full Professor will be scheduled for review in five years from the date of promotion.

Process for Formal Post-Tenure Review:

A. By September 1 each dean shall determine the list of tenured faculty members in the school who are eligible during the coming academic year for post-tenure review.

B. By September 15, the dean shall forward to the appropriate chairs a list of the faculty members in his or her department who are eligible for review. In schools without chairs, this responsibility remains with the dean.

C. By October 1 each faculty member eligible for post-tenure review shall be notified that he/she needs to prepare review materials. At that time, the faculty member shall examine the college’s current academic plan as well as their department’s or school’s academic priorities or plan. Candidates will also be provided with a copy of the current post-tenure review procedure and the date of the review.

D. Faculty members who are on leave during a year in which they are identified as being eligible for a post-tenure review shall have the review deferred until their return from leave or, at the discretion of the chair/dean, upon request of the faculty member, may have the post-tenure review in the year prior to the leave.

E. The post-tenure review shall take place in a meeting between the faculty member and the dean (and when appropriate, the dean will consult with the chair or unit director).

F. The faculty member scheduled for review shall provide the chair/dean with current curriculum vitae; an introductory essay regarding progress on previous
goals for teaching, scholarship, service and professional development; a
summary of teaching evaluations; and an outline of a five-year plan setting
forth the faculty members’ new goals for teaching, scholarship, service and
professional development. This will be submitted no later than January 15.

G. By June 1, the faculty member and chair/dean shall review the faculty
member’s current and planned teaching, scholarship, service and professional
goals and accomplishments, and examine their relationship to current
department/school goals and priorities.

H. The chair/dean shall prepare a memorandum summarizing the review. The
chair/dean shall provide the faculty member with a copy of the summary
memorandum, and after 20 days, forward the summary memorandum to the
VPAA, along with the faculty member’s response, if any has been received,
both of which will be placed in the faculty member’s personnel file.

III. The Academic Dean with the assistance of Deans of Schools or Chairpersons of
Departments has primary responsibility for implementing and administering the
evaluation process. Directly or by delegation to Deans of Schools or
Chairpersons of Departments, the Academic Dean will:

A. Initiate the goal-setting process with the individual faculty member and, in
light of published institutional goals and the institution’s concept of
scholarship, provide a written assessment of the goals, which emerge from
that process.

B. Initiate the evaluation process in conformity to the requirements of contract
renewal; notify the faculty member of the data submission process, the
evaluation process and its timeline; collaborate in the selection of peers for
review of the faculty member’s performance; and schedule a time to discuss
the evaluation with the faculty member.

C. Provide a written evaluation of the faculty member’s professional growth in
light of his/her individual goals as they are judged compatible with the
published institutional goals and commitments; this evaluation will include
recommendations for continued development of the faculty members.
College Governance, Guidelines and Procedures

D. Maintain an evaluation file for each faculty member, which includes a summary of the faculty member’s portfolio, the Academic Dean or Department Chairperson’s evaluation of the faculty member’s goals and professional development, and a record of the file’s use.

IV. A faculty member’s evaluation file is to be maintained with strict confidentiality.
   A. Individual faculty members may review their own files at any time.
   B. For purposes of the evaluation process, the Academic Dean and the Dean of the faculty member’s school or Chairperson of the faculty member’s department will have access to the data submitted by the faculty members.
   C. For purposes of decision regarding promotion and/or tenure, the Academic Dean, the Dean of the faculty member’s school or Chairperson of the faculty member’s department, and the Committee on Promotion and Tenure of the Academic Rank Committee will have access to the faculty member’s file.
   D. The Academic Dean may abstract anonymous data from a faculty member’s file to compile an institutional profile.
   E. For the purpose of accreditation reports, the members of review teams from duly authorized state, regional and national accrediting bodies may review a faculty member’s file during scheduled accreditation visits.
POLICIES GOVERNING ACADEMIC RANK,

PROMOTION AND TENURE

Purpose of Policies and Criteria for Promotion and Tenure

Policies regarding rank, promotion and tenure are intended to assure Edgewood College the services of a strong, effective and scholarly faculty. Vitality and excellence in teaching and learning are the products of a scholar’s sustained growth and development. Edgewood College nurtures scholarship in the context of a Dominican commitment to vital and free inquiry. The College expects its faculty to mature and develop as scholars, as colleagues, and as bearers of the College’s Mission, Vision and its Sinsinawa Dominican traditions. Criteria for academic rank, promotion and tenure are designed to guide and reward the growth of individual faculty members and to ensure academic freedom. These policies and criteria are to be understood in light of the College’s Mission, Vision, Identity Statements and Edgewood College’s Conception of Scholarship. A faculty member’s scholarship should embrace teaching and the individual’s contributions to the discovery, integration and/or application of knowledge.

Applications for Promotion and Tenure

Evidence bearing on promotion and tenure should be collected as part of the faculty member’s regular evaluation and should be maintained in the faculty member’s portfolio and evaluation file as described in “Faculty Evaluation Guidelines and Process.” On the basis of that data and such other evidence as may be required, applications for promotion and tenure should be supported by:

I. An application essay by the candidate which (a) states how the candidate’s past growth and future goals fit the mission and vision of the College and the long term plans of his/her school/department and (b) specifically addresses how the candidate has met the criteria for the rank and/or tenured status she/he is seeking.

II. Appropriate documentation of (a) sustained scholarly growth and achievement in teaching, (b) scholarly development and productivity in the discovery, integration
and/or application of knowledge, (c) significant contributions to student development through advising, moderating student activities, etc. and (d) maturing participation in governance and collegial activities. Such documentation should include but is not limited to: letters from colleagues within and without the discipline which address how the candidate has met the criteria for promotion and/or tenure, student and peer evaluations of teaching quality and effectiveness, records and evaluations of assistance to students in registration, academic decisions, etc., reports of research projects, creative activities, convention or conference participation, and other scholarly presentations and publications, summary of collegial and governance activities.

III. A recommendation from the candidate’s academic school/department, which (a) states how the candidate’s development and goals fit the school’s/department’s long-term goals, (b) provides an evaluation of the candidate’s past and prospective scholarly and collegial contributions to the school/department, and (c) reports the results of a vote taken within the school/department regarding the candidate’s application for tenure.

A deepening understanding of and commitment to the College’s Mission, Vision and its Sinsinawa Dominican traditions should be evident throughout a faculty member’s activities.

Criteria for Academic Ranks and Promotion

Non-Tenure Track Appointments

As described in Section 3-9.1 in Faculty Handbook (Categories for Non-Tenure Track Faculty positions).

Instructor

Master’s Degree and substantial commitment to acquiring the accepted terminal degree in his/her discipline. Commitment to superior teaching, student development and student advising. Understands and supports the Mission and Vision of the College. Engages in College governance and collegial projects.
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Assistant Professor
Completion of terminal degree or firm expectation thereof, together with indication of promise of scholarly growth in the acquisition of knowledge. Evidence of superior teaching. Commitment to student development and student advising. Collaborates effectively in school/departmental and College governance and in other collegial activities. Manifests commitment to the Mission and Vision of the College and its Sinsinawa Dominican traditions.

Associate Professor
Has been at the Assistant Professor rank for no fewer than three years before application for promotion. Demonstrates excellence in teaching and advising, pursues a program of scholarly activity as defined by the Edgewood College scholarship document and has the degree accepted as terminal in his/her discipline. Contributes to school/departmental affairs, academic programs, college governance, collegial activities, student life. Supports the Mission and Vision of the College.

Professor

Criteria for Tenure
Tenure at Edgewood College shall be granted to full time faculty members in tenurable positions upon the recommendation of the Academic Rank Committee, the Vice President for Academic Affairs, the President, and with the approval of the Board of Trustees. The Academic Rank Committee shall make its recommendation concerning a candidate’s tenure based on the quality of the candidate’s growth and achievements as a scholar in teaching and advancing knowledge and on the candidate’s contributions to the College community. Candidates recommended for tenure have previously achieved the rank of Associate Professor. Thus, to attain tenure a candidate must demonstrate a continuing record of excellence in teaching and advising, demonstrate a public record of scholarly activity as defined by the Edgewood College
Eligibility for Tenure
Continuous tenure shall be granted only to full-time faculty with the rank of Associate Professor or higher after serving a defined period of time at Edgewood College as described in the table below. A faculty member’s letter of initial appointment to Edgewood College should specify the number of years of full-time teaching credited to the faculty member on the basis of service at other colleges or universities, the rank to which the faculty member is initially appointed, and the time limits for application for promotion and tenure.

Faculty hired to fill a tenure track position who have not yet completed their terminal degree will be hired as Instructors. The tenure clock will not start until the terminal degree is completed. The faculty member’s appointment letter will state the time limit for completing the terminal degree, normally no more than one year.

Faculty with a terminal degree who hold Assistant Professor rank at another institution or who are without full-time teaching experience will be hired as Assistant Professors. Faculty with rank at Associate Professor or Full Professor rank will be hired at the rank they have earned at the previous college or university.
The previous years of teaching experience indicated in the faculty member’s initial contract will determine when they can apply for tenure. Faculty hired with one year or less full-time teaching experience must apply for tenure in their sixth year of teaching at Edgewood College. Faculty hired with two to three years teaching experience can first apply for tenure in their fifth year of teaching at Edgewood College; they must apply for tenure no later than their sixth year. Faculty hired with four years teaching experience can first apply for tenure in their fourth year of teaching at Edgewood College; they must apply in their sixth year. Faculty hired with five to eight years teaching experience can first apply for tenure in their third year of teaching at Edgewood College; they must apply no later than their fifth year. Faculty hired with nine or more years of teaching experience can first apply for tenure in their second year of teaching at Edgewood; they must apply no later than their fourth year.

Ordinarily, and unless specifically invited by the Academic Rank Committee, faculty may only apply for tenure once.

**Academic Administrators**

Academic Administrator positions include:

- Vice President for Academic Affairs/Academic Dean
- Associate Academic Dean
- Deans, Associate Deans and Assistant Deans of Schools
- Director of the Library
Hiring to the above positions shall be the result of a national search, in compliance with Faculty Handbook Section 3.4 “New Faculty Search Procedures”.

Academic administrators will have faculty rank but not tenure.

Edgewood College does not grant tenure to academic administrators upon hire from outside the college.

In the event that a serving Edgewood College tenured faculty member moves internally into a full-time academic administrative position (e.g., Dean), this faculty member will forego tenure for the time of his or her administrative appointment. The faculty member should serve in this role for an initial period of 5 years, after which time the faculty member will either a) assume the administrative role full-time, relinquishing his or her tenured faculty position, or b) resume his or her faculty position with tenure.

If the academic administrative appointment ends at a later point in time, the administrator may resume a faculty teaching appointment with tenure provided all of the following conditions are met: the candidate has maintained currency in the field; there is need in the program/department; there is funding available; the relevant department/program supports the appointment; and the VPAA and President support the appointment.

**Request for Tenure Clock Extension**

Extensions are intended to accommodate faculty and the institution in those cases in which compelling circumstances have the potential to delay the development of the faculty member’s program on the normal schedule dictated by the original appointment term. Standards for tenure and promotion review remain the same, whether or not an extension is granted. The faculty extension request is reviewed at the discretion of the Dean of the respective School, the Vice President for Academic Affairs, and forwarded to the Academic Rank Committee. The Dean of the respective school is required to include a letter written in support or opposition. Approval is then voted on and communicated by the Academic Rank Committee, and recorded by the Human Resource and Academic Dean’s Offices. Examples of compelling circumstances may include:
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- Qualifying conditions under Family Medical Leave Act (FMLA) which include care for a child, spouse, parent with a serious health condition, a personal serious health condition, care for an adopted or foster child, birth or care for a newborn, and care for a family member injured while on active duty for the Armed Services.

- Major disruption of key services or major program redirection beyond the reasonable control of the faculty member.

- A substantial assumption of administrative duties by the faculty member.

Other disruptions resulting in an altered timeline progression to tenure, to be reviewed on an individual basis.

Processes for Promotion and Tenure

Promotion and Tenure at Edgewood College shall be recommended by the Academic Rank Committee as stated in Article III, A, 4, e, of the Faculty Association By-Laws.

By October 1st, the Vice President for Academic Affairs (VPAA) will notify faculty whose years in rank and earned degrees make them eligible for promotion and/or tenure consideration in the following academic year. Eligible faculty should respond in writing by January 30th.

Applications for promotion and tenure together with supporting documents should be in the hands of the VPAA by September 15th. The VPAA will transmit these items to the Academic Rank Committee.

The Academic Rank Committee shall then, upon consideration of the candidate’s application and supporting documentation and using such means as it deems expedient, make a recommendation based on the Criteria for Tenure. The Academic Rank Committee’s decision shall be reached by
majority vote, and its recommendations and that of the VPAA will be submitted in writing to the President of the College by December 15.

In the event that a favorable recommendation for promotion or tenure is made by the Academic Rank Committee and the VPAA, the President shall then submit it, along with his/her own recommendation in writing, to the Board of Trustees of Edgewood College.

In the event that the Academic Rank Committee does not recommend that a candidate be granted tenure, the candidate may appeal this decision in accord with the Grievance Procedure of the Faculty Affairs Committee.

**PROMOTION AND TENURE PROCESS AND TIMELINE**

- **October 1**: Letters (with “Promotion and Tenure Process and Timeline” enclosed) to faculty whose years in rank and earned degrees make them eligible for promotion and/or tenure consideration. Letters include request for written response by January 30. *(Note: Promotion consideration is optional. Letter of eligibility will indicate whether or not tenure consideration is optional)*

- **October 15**: Memo to all other faculty, notifying them of the process and timeline and inviting questions by October 30.

- **October 15**: Departmental recommendation *(see below)* due in Academic Dean’s Office

- **October 30**: Deadline for receipt of questions from non-candidate faculty.

- **January 30**: Deadline for responses from candidates

- **April**: Letters to candidates’ departments requesting written recommendation

- **September 15**: Candidate’s portfolio and appropriate supporting documentation *(see below)* submitted by candidates due in the Academic Dean’s Office

- **September 22**: Documentation submitted by and on behalf of candidates will be available for study by departmental colleagues and members of the Academic Rank Committee
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Oct 30-Dec 15  Academic Rank Committee will evaluate all documentation, supplement it as deemed expedient, and make appropriate recommendations to the President and Educational Policy Committee of the Board

January–February  Review and action by Educational Policy Committee

March  Board of Trustees meeting for action

The Educational Policy Committee and the President will make his recommendations to the Board. Assuming that the Board of Trustees acts on these recommendations at its March meeting, the decisions will be communicated to the candidates no later than the date of issuance of their annual contract (March 14-April 30).

Departmental recommendation

(Request sent April; letters due October 15)

The departmental recommendation should:

   a. State how the candidate’s development and goals fit the department’s long-term goals;

   b. Provide an evaluation of the candidate’s past and prospective scholarly and collegial contributions to the department;

   c. Provide support for the perceived excellence, with some explanation of where this perception came from, of the applicant’s teaching within the department;

Report the results of a vote taken within the department regarding the candidate’s application and the count resulting from the vote.
Candidate’s Portfolio

(Due September 15)

The overall submission should be limited to one portfolio. Electronic portfolios are encouraged using Foliotek, the College’s provider of assessment portfolios. Please contact the Faculty Development Coordinator for assistance with using the Foliotek system. If a hard copy portfolio is submitted, please also provide a CD-ROM of the portfolio that will be uploaded to Sharepoint for confidential review by the Academic Rank committee.

It is strongly recommended that the candidate request a portfolio review prior to submission, either by the VPAA, a member of the Academic Rank committee, or a member of one’s department who has successfully completed the process. Sample essays are available in the VPAA office.

The portfolio should include:

1. A three to five-page application essay which:
   - States how the candidate’s past growth and future goals fit the mission of the College and the long-term plans of his/her department;
   - Specifically addresses how the candidate has met the criteria for the rank and/or tenured status she/he is seeking.
   - A deepening understanding of and commitment to the College’s Mission and its Sinsinawa Dominican traditions.

2. Professional Documentation:
   - Resume that follows the model available in the Vice President for Academic Affairs Office (one page, two sided, no longer, for submission to the Board of Trustees).
   - Curriculum vitae
   - All annual and five-year evaluations by department chair or school dean.
3. Supporting documentation that clearly indicates how one has met the appropriate criteria as outlined in the Faculty Handbook. The supporting documentation should be divided into three sections: one devoted to teaching, one to scholarship and professional development and one to service to the constituent unit, college and community. These sections should be preceded by a two to three-page introduction that summarizes the following:

a. **Teaching**: Sustained scholarly growth and achievement in teaching: Include a statement of teaching philosophy. The candidate should also include a self-reflection and critique of one’s own teaching, analyzing and addressing course evaluations and indicating one’s teaching goals and plans for improvement.

b. **Scholarship**: Scholarly development and productivity in the discovery, integration and/or application of knowledge: It is especially important that one make a case for scholarly activities which are not as obvious as peer-reviewed publications or juried presentations.

c. **Service**: Summary of department/school, collegial and governance activities. Significant contributions to student development through advising, moderating student activities, etc. Contributions to student life and advising are considered part of service to the constituent unit and the College. Community involvement related to one’s professional expertise.

Information regarding criteria for promotion and tenure is included in Sections 3-7, 3-8, and 3-9 of the Faculty Handbook.

Appropriate documentation for 3a-c above should include:

1. Letters from colleagues within and without the discipline that address how the candidate has met the criteria for promotion and/or tenure (no more than 5 letters from peers). [Note: Members of Academic Rank Committee are prohibited from writing these letters].

Letters from peers, departmental/ school colleagues, and students should be sealed and mailed by the authors directly to the Office of the Vice President for Academic Affairs.

2. Evaluations of teaching quality and effectiveness

   a. Samples of syllabi, video clips, other appropriate teaching artifacts.
b. Student evaluation data and comments: guidelines as to the depth and breadth required, with guidance concerning assembly and formatting, are attached.

c. 3-4 recent evaluations of teaching from peers. Teaching evaluations should cover different courses over a few years’ time span. [Note: Peer evaluations from current members of Academic Rank Committee are prohibited; however, evaluations from current members that predate their membership on Academic Rank Committee will be accepted].

3. Records and evaluations of assistance to students in advising, assistance to students in registration, academic decisions, coursework, etc. No more than three letters from students who are not currently in your class, or from alumni, are acceptable but not required.

4. Reports of research projects, creative activities, convention or conference participation, and other scholarly presentations and publications; as defined by the Edgewood College Scholarship Statement.

5. List of department/school, collegial and governance activities.

The following two forms of reporting student evaluation data and comments should be assembled at the front of a section entitled “Student Evaluations”.

1. Course Evaluation Histories: For each course taught in the two academic years preceding application, candidate should create a Course Evaluation History. A course history includes the following pieces, gathered together, for every section of the course taught at Edgewood College:

   • survey results on all evaluation questions,

   • all corresponding students comments

To obtain a Course Evaluation History from the Online Course Evaluations System:

a. Log into the course evaluation site:

b. Click on the ‘Reports’ link at the top of the page.

c. Choose the Division in which the course was taught from the dropdown menu.

d. From the dropdown selection of courses – select ‘See mean scores for each question’ in the first drop box. Select ‘All years’ in the second drop box. Select the course in question for the third drop box. Make sure that the remaining boxes make sense for the course in question.

e. Select the icon on the top left of the grid (it looks like the icon for an Excel spreadsheet). From the drop down menu, change File Type to ‘PDF: Portable Document Format’. Select the box ‘Export PDF in Landscape Orientation’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

f. To retrieve student comments: Go to the EvalCenter (at the top of the page). Select ‘Reports’ (rightmost column) for the appropriate course. This will open a window that shows results for that one section of the course. Find the ‘Comments’ tab located above the drop down windows. Select ‘from all students’ in the first drop box. Select ‘All years’ in the second drop box. Select the appropriate course. Select “all sections of this course” in the fourth drop box. Make sure the other drop boxes make sense for the course selected. Click the icon (it looks like the icon for an Excel spreadsheet) next to the Text Responses on the top left of the table. From the drop down menu, change File Type to ‘PDF: Portable Document Format’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

2. **Custom Report**: For each of the two years preceding application, candidate should create a Custom Report with data for all courses taught aggregated for the year. A customer report includes:

- survey data aggregated for all sections of all courses taught for one academic year, including comparison with department, school, division,
To obtain a Customer Report from the Online Course Evaluations System:

a. After logging in, choose EvalCenter.

b. Select ‘Reports’ in the rightmost column for any course in the last few years.

c. Underneath those tabs are 6 windows with arrow buttons. For the first window on the top left, choose the setting for the entire year that you want. For example, you might click ‘All of 2014’.

d. Under the next window down (which concerns courses), choose ‘All courses’.

e. Below that, in the 3rd window in the left-hand column, choose ‘All sections of this course’.

f. For the windows on the right, be certain they are set to the proper division, department, and course level. If you routinely teach in cross-listed classes or in different departments, you may want to produce two separate summary documents.

g. The final product should be a table of averages for all courses taught in that given year for 8 measures followed by a colored bar graph with your averages compared to department and school, followed by individual comments. These are the pieces that comprise a Custom Report.

h. To create a pdf of this report, select the icon on the top left of the grid (it looks like the icon for an Excel spreadsheet). From the drop down menu, change File Type to ‘PDF: Portable Document Format’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

i. Click on a relevant semester and choose reports (rightmost column of the matrix) from any specific class of yours.
The candidate is, of course, welcome to include any additional evaluation information that they feel helps tell their story as a teacher. Also, within the teaching essay, candidate is encouraged to reflect upon how evaluations have informed their growth and development as a teacher, as well as how evaluations give insights into their teaching at its best.
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CATEGORIES FOR NON-TENURE TRACK FACULTY

Non-tenure Track – Per Credit Pay Positions

Adjunct Instructor

Fulfills instructional needs within the context of an academic program. Must possess a graduate degree in field related to the appointment. Teaches one or more courses for the College, usually not exceeding eighteen credits per academic year. Scholarship beyond currency in one’s field is not required. No expectations for service to the constituent unit or to the College beyond teaching. Typically possesses less than four years of demonstrated teaching excellence or equivalent professional success. The person may apply for promotion to Senior Adjunct after at least four years out of the prior six years, and/or after teaching 72 credits at the Adjunct rank, including credit that may be granted for prior experience, assuming positions are available.

Senior Adjunct Instructor

Fulfills instructional needs within the context of an academic program. Must possess a graduate degree in field related to the appointment. Teaches one or more courses for the College, usually not exceeding eighteen credits per academic year. Scholarship beyond currency in one’s field is not required. No expectations for service to the constituent unit or to the College beyond teaching. Four or more years of demonstrated teaching excellence or equivalent professional success is required to apply for Senior Adjunct status.

Community Lecturer

Meets unique educational needs and possesses personal and/or professional expertise and experience relevant to the position as required without specific degree requirements. May have additional constituent unit responsibilities.

Non-tenure Track – Salaried Positions

Lecturer

Fulfills instructional needs within the context of an academic program. Must possess a graduate degree in field related to the appointment. Teaches full-time for the College, usually not exceeding twenty-four credits per academic year. Contributes to regular governance and service
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to the constituent unit, as defined by this unit. Scholarship beyond currency in one’s field is not required. Typically possesses less than four years of demonstrated teaching excellence or equivalent professional success. The person may apply for promotion to Senior Lecturer after at least four years out of the prior six years, and/or after teaching 96 credits at the Lecturer rank, including credit that may be granted for prior experience, assuming positions are available.

Senior Lecturer

Fulfills instructional needs within the context of an academic program. Must possess a graduate degree in field related to the appointment. Teaches full-time for the College, usually not exceeding twenty-four credits per academic year. Contributes to regular governance and service to the constituent unit, as defined by this unit. Scholarship beyond currency in one’s field is not required. Assumes leadership role in constituent unit.

Visiting (Assistant, Associate, or Full) Professor

Fills a specific temporary or special need of the College within the context of an academic program. Includes sabbatical replacements and coverage of areas of specialty not covered by the regular faculty. May fulfill responsibilities needed by the constituent unit, including administrative needs. Must meet the minimum qualifications for the initial rank appointment.

Joint, Affiliate, and Externally – Funded Appointments

Joint, affiliate and externally-funded appointments are primarily intended for faculty who partition their academic activities among more than one constituent unit at Edgewood College, or whose work is partially funded by outside sources. In this document, academic activities are defined as those normally assumed by faculty members at Edgewood College and include teaching, scholarship, service responsibilities, and rotating Chair/Director assignments.

Joint Appointment: A faculty member has a long-term appointment to more than one school, department, program, center or institute at Edgewood College. His or her credit load and
compensation are partitioned among units according to a formal agreement that is acknowledged in the contract issued by the VPAA.

**Affiliate Appointment:** A faculty member with a full-time appointment in one school/department participates for a period of time in the activities of another school, department, program, center or institute at Edgewood College. Affiliate appointments may be added without compensation or by informal agreement with the faculty member’s home school/department.

**Externally-Funded Appointment:** A faculty member in one school or department receives a portion of their salary from sources outside of the College. His or her credit load and compensation from Edgewood are adjusted accordingly.

**Collaborative Agreements in the Hiring or Transition of Faculty into Joint, Affiliate and Externally-Funded Appointments**

Faculty members who occasionally teach courses for or participate in the activities of more than one constituent unit are not required to seek a formally designated joint or affiliate appointment. However, when a faculty member assumes extensive responsibilities within multiple constituent units at Edgewood College or significant external responsibilities, it is important that their total workload be recognized and considered by all of the units to which they are appointed. The terms of such appointments must also be clearly articulated for the purposes of promotion and tenure.

To ensure a fair and collaborative understanding, a “terms of appointment” must be written and agreed upon by the faculty member and heads of all relevant constituent units. This document should:

1. Indicate approval of the appointment
2. Specify voting rights to be held by the faculty member
3. Assign a home department to the faculty member
4. Outline the division of teaching responsibilities and service activities among constituent units, as well as a plan for scholarly activity, and

5. Describe what happens if the joint appointment dissolves.

These “terms of appointment” will be considered to be in effect until the appointment terminates or they are replaced by newly agreed upon terms. For each of the components of the terms of agreement, there are some specific requirements for joint, affiliate and externally-funded appointments. These are elaborated upon below.

**Joint appointments**

1. The joint appointment must be approved by relevant constituent unit heads, Deans and the VPAA.

2. The faculty member is granted voting rights equivalent to a full-time faculty member in all units to which they are assigned, as per faculty association by-laws IV.C.1.a.

3. The faculty member is assigned a home academic unit for administrative purposes and to facilitate mentoring and review. It is desirable that joint appointees have mentors in both units, who work together to give consistent guidance regarding expectations for tenure and promotion.

4. In most cases, the total expectation for teaching should not be greater than 12 credits per semester (faculty may elect to take overloads on a semester-by-semester basis, but this should not be part of the terms of the appointment). The total service responsibilities and scholarship expectations should be in line with what is expected of faculty members with an appointment in one constituent unit.

5. The terms of agreement should include information about what happens if the joint appointment dissolves.
Affiliate Appointments

1. Assumption of formal affiliate appointment must be approved by the heads of both constituent units.

2. Affiliation with another constituent unit does not automatically confer voting rights, but it may be granted by members of the affiliate unit (with approval of Deans/VPAA) as per faculty association by-laws IV.C.1.a-c.

3. The faculty member retains their full-time home department for administrative purposes, mentoring, and review.

4. In most cases, the total expectation for teaching should not be greater than 12 credits per semester (faculty may elect to take overloads on a semester-by-semester basis, but this should not be part of the terms of appointment). The total service responsibilities and scholarship expectations should be in line with what is expected of faculty members with an appointment in one constituent unit.

5. The terms of appointment should include information about the duration of the appointment. Appointments may be extended by amending the terms of agreement.

Externally-Funded Appointments

1. The hiring or transition of faculty into externally-funded appointments must be approved by the head of the constituent unit to which the faculty member is appointed, its Dean, and the VPAA.

2. The faculty member is granted voting rights in the Edgewood College constituent unit to which he or she is appointment.

3. As with other full-time faculty who have appointments to single constituent units, the faculty member is assigned a home department at Edgewood College for administrative purposes and to facilitate mentoring and review.
4. Expectations for teaching, service and scholarship should be clearly outlined in relation to the proportion of the faculty member’s salary that comes from Edgewood College.

5. The terms of agreement should include the stipulation that renewal of contract at Edgewood and academic rank is contingent upon continuation of funding. Although faculty members with externally-funded appointments may be promoted from Associate to Assistant and to Full Professor according to the criteria for promotion at Edgewood College, they are generally not eligible for tenure unless an alternative source of funding within Edgewood College can be guaranteed in their terms of appointment.

Criteria, Clock and Review Process for the Promotion and Tenure of Faculty with Joint, Affiliate and Externally-Funded Academic Appointments

Faculty with joint and affiliate appointments are expected to fully meet the criteria for promotion and tenure as set forth in the Edgewood College faculty handbook. In some cases, the clock for tenure may be extended by the Academic Rank Committee if it is in the best interest of the faculty member.

Joint Appointments. The Academic Rank Committee will accept and evaluate joint annual reviews, and a jointly-written departmental letter of support that includes votes from all constituent units to which the faculty member is appointed. These units are required to consider the nature of the joint appointment in their review of a faculty member’s candidacy from the beginning of such an appointment. In addition, a faculty member with a joint appointment may include 1-2 additional letters of support from colleagues and students in their portfolio.

Affiliate Appointments. The tenure and review process is generally not altered for faculty members who assume affiliate appointments. One set of annual reviews, one letter of support, and a departmental vote should come from the faculty member’s home department. In the spirit of interdisciplinary collaboration at Edgewood College, we encourage home departments to consider the nature of affiliate appointments in their review process. If he or she wishes, a faculty member with an affiliate appointment may include 1-2 additional letters of support in their portfolio from colleagues in the constituent unit of their affiliate appointment.
Externally-Funded Appointments. As noted above, faculty with externally-funded appointments may apply for promotion from Assistant to Associate and to Full Professor, but may not apply for tenure unless an alternative source of funding from within Edgewood College is noted in their terms of appointment. Faculty with externally-funded appointments who assume duties that shift the balance of their activities away from what is normally expected of Edgewood College faculty (e.g., full-time teaching) should carefully evaluate whether they will meet the criteria for promotion as set forth in the faculty handbook.

Timeline to Tenure for Faculty Assuming Joint Academic/Administrative appointments

In exceptional circumstances (see Faculty Association Bylaws, article IV.C, 4.A), faculty in tenure track positions may be contracted to serve in joint academic/administrative appointments in which a significant portion of their workloads lies outside of traditional classroom teaching and the scholarship and service activities normally assumed by faculty. Such appointments can impact the timeline to tenure.

- For tenure-track faculty assuming a short term (≤ 3 years) administrative role representing ≤ 20% of their appointment (e.g., a 3 credit hours release for serving as department chair), or whose administrative appointments include significant non-classroom teaching that can be evaluated by the Academic Rank Committee, the timeline for tenure review will not change.

- For tenure-track faculty assuming a short or long-term administrative role that is > 20% of their appointment, the timeline to tenure may be extended. Request for such an extension must be initiated by the faculty member and negotiated with their Dean/the VPAA prior to commencement of the appointment. Terms of the extension will be based on the percentage of administrative service and determined prior to his or her transition to these responsibilities.

- Faculty assuming long-term (> 3 years) administrative roles representing > 40% of their total appointment are not eligible to apply for tenure.
Initial Appointment of Non-Tenure Track Faculty

1. **Orientation.** Upon appointment, non-tenure track faculty will be oriented to:
   b. Needs of the constituent academic unit (e.g., school, department, program) they have been hired to serve, including, for Lecturers expected to contribute service beyond teaching, the nature of these expectations as defined by the constituent unit.
   c. Requirements for course content, and pedagogical expectations.
   d. Expectations for Edgewood College course syllabi.

2. **Mentoring.** The constituent unit to be served will designate a mentor with experience teaching the class(es) to which the faculty will be assigned.
   a. The mentor will discuss with their mentee the goals for the class(es) to which the faculty is assigned, and consider with their mentee the faculty’s overall intellectual/professional development goals in relation to this appointment.
   b. For Lecturer positions that carry expectations of service beyond teaching, the mentor is expected to provide guidance as to these expectations.
   c. The faculty member will meet regularly with their mentor, on a mutually agreed upon basis, for at least the first year of the faculty member’s employment at Edgewood College.

3. **Observation of Teaching.** The head of the constituent unit, the faculty mentor, or another designated faculty member within the constituent unit will conduct peer observation of
the faculty member’s teaching by the end of the semester. Results of this observation will be discussed with this individual, and a written summary provided to the faculty member and the head of the constituent unit.

4. **Evaluation of Teaching.**
   
a. During the first semester of teaching at Edgewood College, at the midterm of each course, the faculty member will elicit student feedback in written form and discuss this feedback with their mentor.

b. During the first year of teaching at Edgewood College, a faculty member’s student evaluations will be reviewed by the head of the faculty member’s constituent unit and discussed with the faculty member at the conclusion of each course.
NON-TENURE TRACK FACULTY

ONGOING EVALUATION OF NON-TENURE TRACK FACULTY

Adjuncts, Lecturers, Special Lecturers, Senior Adjuncts and Senior Lecturers should be evaluated on an ongoing basis.

1. **Professional Portfolio.** Adjuncts, Lecturers and Special Lecturers will be encouraged to maintain a portfolio documenting their growth in scholarship, teaching and service as relevant to the responsibilities of their appointment.

2. **Observation of Teaching.** After the first year of teaching, a non-tenure track faculty member’s teaching will be observed at least once a year or every 12 credits, whichever is longer, by the head of their constituent unit or other designated faculty member within that constituent unit. Results of this observation will be discussed with the faculty member and a written summary provided to the faculty member and the head of the constituent unit.

3. **Evaluation.** The head of the constituent unit to which a non-tenure track faculty member is appointed will review the individual’s student evaluations on an ongoing basis and will provide feedback to the faculty member, including any strengths, concerns, and other points of note. In addition, the head of the constituent unit will provide a written evaluation of the faculty member’s performance every two years or every 24 credits, whichever is longer. The evaluation can occur more often if deemed necessary by the head of the constituent unit.
   a. If the faculty member’s sole responsibility is teaching, this should be the focus of the evaluation. If the faculty member has additional responsibilities, these should be evaluated accordingly.
   b. As relevant to the position to which this individual is appointed, the faculty member is responsible for maintaining currency regarding the needs of the constituent unit and the College as a whole.
   c. The faculty member’s professional goals should be taken into account in the biennial written evaluation. The faculty member is responsible for articulating
their professional goals and providing these in writing to the head of the constituent unit.

d. The biennial written evaluation should be discussed with the faculty member as well as with the Dean of the School to which this individual is assigned. The written evaluation will be placed in the faculty member’s personnel file.

4. Faculty Development. The college or constituent unit should provide adequate time and resources for the development of non-tenure track faculty.

**PROMOTION OF NON-TENURE TRACK FACULTY**

After four years and/or 72 credits, including credit that may be granted for prior experience, of demonstrated teaching excellence or equivalent professional success, faculty appointed as Adjuncts or Lecturers may apply for promotion to Senior Adjunct or Senior Lecturer status as such positions are available. The faculty member must state in writing to the Academic Dean/VPAA his/her intentions to apply for promotion to Senior status according to the annual deadline determined by the Academic Rank and Promotion Committee.

1. The application for promotion should include a letter of support from the head of the faculty member’s constituent unit, and evidence of successful teaching, including summaries of course evaluations and other materials compiled by the faculty member in a professional portfolio.

2. If the faculty member’s sole responsibility is teaching, this should be the focus of the application for promotion to Senior status. If the faculty member has additional responsibilities, these should be documented accordingly, and addressed in the letter of support from the head of the faculty member’s constituent unit.
POLICIES GOVERNING ACADEMIC RANK, PROMOTION AND TENURE

Revised April 2016 to be effective Fall of 2016-17
Faculty hired prior to April 2016 should see Section III, 3.9

Purpose of Policies and Criteria for Promotion and Tenure

Policies regarding rank, promotion and tenure are intended to assure Edgewood College the services of a strong, effective and scholarly faculty. Vitality and excellence in teaching and learning are the products of a scholar’s sustained growth and development. Edgewood College nurtures scholarship in the context of a Dominican commitment to vital and free inquiry. The College expects its faculty to mature and develop as scholars, as colleagues, and as bearers of the College’s Mission, Vision and its Sinsinawa Dominican traditions. Criteria for academic rank, promotion and tenure are designed to guide and reward the growth of individual faculty members and to ensure academic freedom. These policies and criteria are to be understood in light of the College’s Mission, Vision, Identity and Diversity Statements and Edgewood College’s Conception of Scholarship. A faculty member’s scholarship should embrace teaching and the individual’s contributions to the discovery, integration and/or application of knowledge.

Applications for Promotion and Tenure

Evidence bearing on promotion and tenure should be collected as part of the faculty member’s regular evaluation and should be maintained in the faculty member’s portfolio and evaluation file as described in “Faculty Evaluation Guidelines and Process.” On the basis of that data and such other evidence as may be required, applications for promotion and tenure should be supported by:

I. An application essay by the candidate which (a) states how the candidate’s past growth and future goals fit the mission and vision of the College and the long term
College Governance, Guidelines and Procedures

plans of his/her school/department and (b) specifically addresses how the candidate has met the criteria for the rank and/or tenured status she/he is seeking.

II. Appropriate documentation of (a) sustained scholarly growth and achievement in teaching, (b) scholarly development and productivity in the discovery, integration and/or application of knowledge, (c) significant contributions to student development through advising, moderating student activities, etc. and (d) maturing participation in governance and collegial activities. Such documentation should include but is not limited to: letters from colleagues within and without the discipline which address how the candidate has met the criteria for promotion and/or tenure, student and peer evaluations of teaching quality and effectiveness, records and evaluations of assistance to students in registration, academic decisions, etc., reports of research projects, creative activities, convention or conference participation, and other scholarly presentations and publications, summary of collegial and governance activities.

III. A recommendation from the candidate’s academic school/department, which (a) states how the candidate’s development and goals fit the school’s/department’s long-term goals, (b) provides an evaluation of the candidate’s past and prospective scholarly and collegial contributions to the school/department, and (c) reports the results of a vote taken within the school/department regarding the candidate’s application for tenure.

A deepening understanding of and commitment to the College’s Mission, Vision and its Sinsinawa Dominican traditions, including a commitment to diversity and inclusion, should be evident throughout a faculty member’s activities.
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Criteria for Academic Ranks and Promotion

Non-Tenure Track Appointments

As described in Section 3-9.1 in Faculty Handbook (Categories for Non-Tenure Track Faculty positions).

Instructor

Master’s Degree and substantial commitment to acquiring the accepted terminal degree in his/her discipline. Commitment to superior teaching, student development and student advising. Understands and supports the Mission and Vision of the College. Engages in College governance and collegial projects. Demonstrates an awareness and openness to/appreciation of diversity and inclusion.

Assistant Professor

Completion of terminal degree or firm expectation thereof, together with indication of promise of scholarly growth in the acquisition of knowledge. Evidence of superior teaching. Commitment to student development and student advising. Collaborates effectively in school/departmental and College governance and in other collegial activities. Supports diversity and inclusion initiatives. Manifests commitment to the Mission and Vision of the College and its Sinsinawa Dominican traditions.

Associate Professor

Has been at the Assistant Professor rank for no fewer than three years before application for promotion. Demonstrates excellence in teaching and advising, pursues a program of scholarly activity as defined by the Edgewood College scholarship document and has the degree accepted as terminal in his/her discipline. Contributes to school/departmental affairs, academic programs, college governance, collegial activities, student life, and the promotion of diversity and inclusion. Supports the Mission and Vision of the College.

Professor

Sustains excellence in teaching. Achieves recognition outside the College for scholarship. Manifests an exemplary commitment to the College’s Mission and its Sinsinawa Dominican traditions. Provides leadership in articulating and interpreting the College’s Vision.

Approved by Faculty Association 04/20/96; Revised to reflect changed academic structure 02/08; edited and approved by faculty association 2010; edited and approved by faculty association 09/12; edited and approved by faculty association 04/26 to be effective fall 2017

3-9R
Demonstrates engagement in diversity and inclusion related efforts. Mentors junior faculty. Minimum of ten years’ full-time college teaching.

Criteria for Tenure

Tenure at Edgewood College shall be granted to full time faculty members in tenurable positions upon the recommendation of the Academic Rank Committee, the Vice President for Academic Affairs, the President, and with the approval of the Board of Trustees. The Academic Rank Committee shall make its recommendation concerning a candidate’s tenure based on the quality of the candidate’s growth and achievements as a scholar in teaching and advancing knowledge and on the candidate’s contributions to the College community. Candidates recommended for tenure have previously achieved the rank of Associate Professor. Thus, to attain tenure a candidate must demonstrate a continuing record of excellence in teaching and advising, demonstrate a public record of scholarly activity as defined by the Edgewood College scholarship document, and have the degree accepted as terminal in his/her discipline. In addition, the candidate must provide leadership for school/departmental affairs, academic programs, college governance, collegial activities, and student life and contribute to the Mission and Vision of the College. Furthermore, the faculty member should demonstrate a commitment to diversity and inclusion. Faculty hired to probationary appointments with the rank of Associate Professor may attain tenure by demonstrating continued growth and development within the context of their school/departmental and institution-wide responsibilities. Normally tenure is applied for in the sixth year of full time teaching.

Eligibility for Tenure

Continuous tenure shall be granted only to full-time faculty with the rank of Associate Professor or higher after serving a defined period of time at Edgewood College as described in the table below. A faculty member’s letter of initial appointment to Edgewood College should specify the number of years of full-time teaching credited to the faculty member on the basis of service at
other colleges or universities, the rank to which the faculty member is initially appointed, and the time limits for application for promotion and tenure.

Faculty hired to fill a tenure track position who have not yet completed their terminal degree will be hired as Instructors. The tenure clock will not start until the terminal degree is completed. The faculty member’s appointment letter will state the time limit for completing the terminal degree, normally no more than one year.

Faculty with a terminal degree who hold Assistant Professor rank at another institution or who are without full-time teaching experience will be hired as Assistant Professors. Faculty with rank at Associate Professor or Full Professor rank will be hired at the rank they have earned at the previous college or university.

<table>
<thead>
<tr>
<th>Previous years of service</th>
<th>Earliest year for tenure app</th>
<th>Latest year for tenure app</th>
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<tbody>
<tr>
<td>≤ 1</td>
<td>6</td>
<td>6</td>
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<tr>
<td>2-3</td>
<td>5</td>
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<td>4</td>
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<td>5-8</td>
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<td>5</td>
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<tr>
<td>≥ 9</td>
<td>2</td>
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The previous years of teaching experience indicated in the faculty member’s initial contract will determine when they can apply for tenure. Faculty hired with one year or less full-time teaching experience must apply for tenure in their sixth year of teaching at Edgewood College. Faculty hired with two to three years teaching experience can first apply for tenure in their fifth year of teaching at Edgewood College; they must apply for tenure no later than their sixth year. Faculty hired with four years teaching experience can first apply for tenure in their fourth year of teaching at Edgewood College; they must apply in their sixth year. Faculty hired with five to
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Eight years teaching experience can first apply for tenure in their third year of teaching at Edgewood College; they must apply no later than their fifth year. Faculty hired with nine or more years of teaching experience can first apply for tenure in their second year of teaching at Edgewood; they must apply no later than their fourth year.

Ordinarily, and unless specifically invited by the Academic Rank Committee, faculty may only apply for tenure once.

**Academic Administrators**

Academic Administrator positions include

- Vice President for Academic Affairs/Academic Dean
- Associate Academic Dean
- Deans, Associate Deans and Assistant Deans of Schools
- Director of the Library

Hiring to the above positions shall be the result of a national search, in compliance with Faculty Handbook Section 3.4 “New Faculty Search Procedures”.

Academic administrators will have faculty rank but not tenure.

Edgewood College does not grant tenure to academic administrators upon hire from outside the college.

In the event that a serving Edgewood College tenured faculty member moves internally into a full-time academic administrative position (e.g., Dean), this faculty member will forego tenure for the time of his or her administrative appointment. The faculty member should serve in this role for an initial period of 5 years, after which time the faculty member will either a) assume the administrative role full-time, relinquishing his or her tenured faculty position, or b) resume his or her faculty position with tenure.
If the academic administrative appointment ends at a later point in time, the administrator may resume a faculty teaching appointment with tenure provided all of the following conditions are met: the candidate has maintained currency in the field; there is need in the program/department; there is funding available; the relevant department/program supports the appointment; and the VPAA and President support the appointment.

Request for Tenure Clock Extension

Extensions are intended to accommodate faculty and the institution in those cases in which compelling circumstances have the potential to delay the development of the faculty member’s program on the normal schedule dictated by the original appointment term. Standards for tenure and promotion review remain the same, whether or not an extension is granted. The faculty extension request is reviewed at the discretion of the Dean of the respective School, the Vice President for Academic Affairs, and forwarded to the Academic Rank Committee. The Dean of the respective school is required to include a letter written in support or opposition. Approval is then voted on and communicated by the Academic Rank Committee, and recorded by the Human Resource and Academic Dean’s Offices. Examples of compelling circumstances may include:

- Qualifying conditions under Family Medical Leave Act (FMLA) which include care for a child, spouse, parent with a serious health condition, a personal serious health condition, care for an adopted or foster child, birth or care for a newborn, and care for a family member injured while on active duty for the Armed Services.

- Major disruption of key services or major program redirection beyond the reasonable control of the faculty member.

- A substantial assumption of administrative duties by the faculty member.

Other disruptions resulting in an altered timeline progression to tenure, to be reviewed on an individual basis.

Processes for Promotion and Tenure
Promotion and Tenure at Edgewood College shall be recommended by the Academic Rank Committee as stated in Article III, A, 4, e, of the Faculty Association By-Laws.

By October 1st, the Vice President for Academic Affairs (VPAA) will notify faculty whose years in rank and earned degrees make them eligible for promotion and/or tenure consideration in the following academic year. Eligible faculty should respond in writing by January 30th.

Applications for promotion and tenure together with supporting documents should be in the hands of the VPAA by September 15th. The VPAA will transmit these items to the Academic Rank Committee.

The Academic Rank Committee shall then, upon consideration of the candidate’s application and supporting documentation and using such means as it deems expedient, make a recommendation based on the Criteria for Tenure. The Academic Rank Committee’s decision shall be reached by majority vote, and its recommendations and that of the VPAA will be submitted in writing to the President of the College by December 15.

In the event that a favorable recommendation for promotion or tenure is made by the Academic Rank Committee and the VPAA, the President shall then submit it, along with his/her own recommendation in writing, to the Board of Trustees of Edgewood College.

In the event that the Academic Rank Committee does not recommend that a candidate be granted tenure, the candidate may appeal this decision in accord with the Grievance Procedure of the Faculty Affairs Committee.

PROMOTION AND TENURE PROCESS AND TIMELINE

October 1 Letters (with “Promotion and Tenure Process and Timeline” enclosed) to faculty whose years in rank and earned degrees make them eligible for promotion and/or tenure consideration. Letters include request for written response by January 30. (Note: Promotion consideration is optional.)
Letter of eligibility will indicate whether or not tenure consideration is optional.

October 15 Memo to all other faculty, notifying them of the process and timeline and inviting questions by October 30

October 15 Departmental recommendation (see below) due in Academic Dean’s Office

October 30 Deadline for receipt of questions from non-candidate faculty.

January 30 Deadline for responses from candidates

April Letters to candidates’ departments requesting written recommendation

September 15 Candidate’s portfolio and appropriate supporting documentation (see below) submitted by candidates due in the Academic Dean’s Office

September 22 Documentation submitted by and on behalf of candidates will be available for study by departmental colleagues and members of the Academic Rank Committee

Oct 30-Dec 15 Academic Rank Committee will evaluate all documentation, supplement it as deemed expedient, and make appropriate recommendations to the President and Educational Policy Committee of the Board

January–February Review and action by Educational Policy Committee.

March Board of Trustees meeting for action

The Educational Policy Committee and the President will make his recommendations to the Board. Assuming that the Board of Trustees acts on these recommendations at its March meeting, the decisions will be communicated to the candidates no later than the date of issuance of their annual contract (March 14-April 30).

Departmental recommendation
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(Request sent April; letters due October 15)

The departmental recommendation should:

d. State how the candidate’s development and goals fit the department’s long-term goals;

e. Provide an evaluation of the candidate’s past and prospective scholarly and collegial contributions to the department;

f. Provide support for the perceived excellence, with some explanation of where this perception came from, of the applicant’s teaching within the department;

Report the results of a vote taken within the department regarding the candidate’s application and the count resulting from the vote.

Candidate’s Portfolio

(Due September 15)

The overall submission should be limited to one portfolio. Electronic portfolios are encouraged using Foliotek, the College’s provider of assessment portfolios. Please contact the Faculty Development Coordinator for assistance with using the Foliotek system. If a hard copy portfolio is submitted, please also provide a CD-ROM of the portfolio that will be uploaded to Sharepoint for confidential review by the Academic Rank committee.

It is strongly recommended that the candidate request a portfolio review prior to submission, either by the VPAA, a member of the Academic Rank committee, or a member of one’s department who has successfully completed the process. Sample essays are available in the VPAA office.

The portfolio should include:

1. A three to five-page application essay which:

   • States how the candidate’s past growth and future goals fit the mission of the College and the long-term plans of his/her department;
College Governance, Guidelines and Procedures

- Specifically addresses how the candidate has met the criteria for the rank and/or tenured status she/he is seeking.

- A deepening understanding of and commitment to the College’s Mission and its Sinsinawa Dominican traditions.

4. Professional Documentation:

- Resume that follows the model available in the Vice President for Academic Affairs Office (one page, two sided, no longer, for submission to the Board of Trustees).

- Curriculum vitae

- All annual and five-year evaluations by department chair or school dean.

5. Supporting documentation that clearly indicates how one has met the appropriate criteria as outlined in the Faculty Handbook. The supporting documentation should be divided into three sections: one devoted to teaching, one to scholarship and professional development and one to service to the constituent unit, college and community. These sections should be preceded by a two to three-page introduction that summarizes the following:

   d. **Teaching:** Sustained scholarly growth and achievement in teaching: Include a statement of teaching philosophy. The candidate should also include a self-reflection and critique of one’s own teaching, analyzing and addressing course evaluations and indicating one’s teaching goals and plans for improvement.

   e. **Scholarship:** Scholarly development and productivity in the discovery, integration and/or application of knowledge: It is especially important that one make a case for scholarly activities which are not as obvious as peer-reviewed publications or juried presentations.

   f. **Service:** Summary of department/school, collegial and governance activities. Significant contributions to student development through advising, moderating student activities, etc. Contributions to student life and advising are considered part of service to the constituent unit and the College. Community involvement related to one’s professional expertise.
College Governance, Guidelines and Procedures

Information regarding criteria for promotion and tenure is included in Sections 3-7, 3-8, and 3-9 of the Faculty Handbook.

Appropriate documentation for 3a-c above should include:

6. Letters from colleagues within and without the discipline that address how the candidate has met the criteria for promotion and/or tenure (no more than 5 letters from peers). [Note: Members of Academic Rank Committee are prohibited from writing these letters.]

Letters from peers, departmental/school colleagues, and students should be sealed and mailed by the authors directly to the Office of the Vice President for Academic Affairs.

7. Evaluations of teaching quality and effectiveness.
   a. Samples of syllabi, video clips, other appropriate teaching artifacts.
   b. Student evaluation data and comments: guidelines as to the depth and breadth required, with guidance concerning assembly and formatting, are attached.
   c. 3-4 recent evaluations of teaching from peers. Teaching evaluations should cover different courses over a few years’ time span. [Note: Peer evaluations from current members of Academic Rank Committee are prohibited; however, evaluations from current members that predate their membership on Academic Rank Committee will be accepted.]

8. Records and evaluations of assistance to students in advising, assistance to students in registration, academic decisions, coursework, etc. No more than three letters from students who are not currently in your class, or from alumni, are acceptable but not required.

9. Reports of research projects, creative activities, convention or conference participation, and other scholarly presentations and publications; as defined by the Edgewood College Scholarship Statement.

10. List of department/school, collegial and governance activities.
College Governance, Guidelines and Procedures

The following two forms of reporting student evaluation data and comments should be assembled at the front of a section entitled “Student Evaluations.”

2. **Course Evaluation Histories**: For each course taught in the two academic years preceding application, candidate should create a *Course Evaluation History*. A course history includes the following pieces, gathered together, for every section of the course taught at Edgewood College:

   - survey results on all evaluation questions,
   - all corresponding student’s comments.

To obtain a Course Evaluation History from the Online Course Evaluations System:

b. Log into the course evaluation site:


c. Click on the ‘Reports’ link at the top of the page.

d. Choose the Division in which the course was taught from the dropdown menu.

e. From the dropdown selection of courses – select ‘See mean scores for each question’ in the first drop box. Select ‘All years’ in the second drop box. Select the course in question for the third drop box. Make sure that the remaining boxes make sense for the course in question.

f. Select the icon on the top left of the grid (it looks like the icon for an Excel spreadsheet). From the drop down menu, change File Type to ‘**PDF: Portable Document Format**’. Select the box ‘**Export PDF in Landscape Orientation**’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

g. To retrieve student comments: Go to the EvalCenter (at the top of the page). Select ‘Reports’ (rightmost column) for the appropriate course. This will open a window that shows results for that one section of the course. Find the ‘Comments’ tab located above
the drop down windows. Select ‘from all students’ in the first drop box. Select ‘All years’ in the second drop box. Select the appropriate course. Select ‘all sections of this course’ in the fourth drop box. Make sure the other drop boxes make sense for the course selected. Click the icon (it looks like the icon for an Excel spreadsheet) next to the Text Responses on the top left of the table. From the drop down menu, change File Type to ‘PDF: Portable Document Format’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

3. **Custom Report**: For each of the two years preceding application, candidate should create a *Custom Report* with data for all courses taught aggregated for the year. A customer report includes:

- survey data aggregated for all sections of all courses taught for one academic year, including comparison with department, school, division,

- all corresponding student comments.

**To obtain a Customer Report from the Online Course Evaluations System:**

j. After logging in, choose **EvalCenter**

k. Select ‘Reports’ in the rightmost column for any course in the last few years.

l. Underneath those tabs are 6 windows with arrow buttons. For the first window on the top left, choose the setting for the **entire year** that you want. For example, you might click ‘All of 2014’.

m. Under the next window down (which concerns courses), choose ‘**All courses**’.

n. Below that, in the 3rd window in the left-hand column, choose ‘**All sections of this course**’.
For the windows on the right, be certain they are set to the proper division, department, and course level. If you routinely teach in cross-listed classes or in different departments, you may want to produce two separate summary documents.

The final product should be a table of averages for all courses taught in that given year for 8 measures followed by a colored bar graph with your averages compared to department and school, followed by individual comments. These are the pieces that comprise a Custom Report.

To create a pdf of this report, select the icon on the top left of the grid (it looks like the icon for an Excel spreadsheet). From the drop down menu, change File Type to ‘PDF: Portable Document Format’. Click the ‘Export’ button. You will have the option of saving the file to your computer at this time. The saved file will open as a pdf with the grid formatted to fit the page.

Click on a relevant semester and choose reports (rightmost column of the matrix) from any specific class of yours.

The candidate is, of course, welcome to include any additional evaluation information that they feel helps tell their story as a teacher. Also, within the teaching essay, candidate is encouraged to reflect upon how evaluations have informed their growth and development as a teacher, as well as how evaluations give insights into their teaching at its best.
Emeritus Status

(Approved by the Academic Assembly, February 29, 1988, revised on November 29, 2010 and again on 1/27/14)

Definition:
Emerita/us rank is an honor given to retired faculty members who have made substantial contributions to Edgewood College and to their profession in areas of teaching and service.

Requirements:
Upon retirement from a minimum of ten years of full-time teaching or academic administrative duties at Edgewood College, a tenured faculty member will be considered for Emerita/us status. Normally, this rank is conferred upon a faculty member who has attained the highest relevant degree associated with their discipline or the rank of tenured Associate Professor. The individual must have made substantial contributions to the college in some combination of teaching, service and scholarship. Other faculty members (including part-time members) may be nominated for Emerita/us status at the discretion of the President.

Procedure:
The faculty members’ school/department will normally initiate the nomination of an individual for Emerita/us rank; however, nominations may also originate from the individual, the School Dean, the Academic Dean or the President. However, in all cases a letter of support from the relevant department briefly highlighting the nominee’s outstanding contributions to Edgewood College (and the community) should be submitted to the Academic Rank Committee. The faculty member’s evaluation file in the Academic Dean’s Office will be available to the Academic Rank Committee for making their recommendation. The Academic Rank Committee will then make its recommendation to the Academic Dean who will advise the President. The President will bring the recommendation before the Board of Trustees for a final decision.

Privileges:
Professors with Emerita/us status at Edgewood College will:

1. Be eligible to participate in college-sponsored activities on the same basis as full-time faculty including membership in the Faculty Association.
2. Be invited to all ceremonial academic events
3. Be listed among the school/departmental faculty in the official publications of the College
4. Have access to the College facilities
5. Have library privileges
6. Be provided with office space where possible
7. Have the course-audit fee waived.

A faculty member with Emerita/us status may serve as a paid staff member in teaching or other duties at the option and according to the needs of the school/department and the College.
FOREWORD

These regulations are designed to enable Edgewood College to protect academic freedom and tenure through academic due process. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. In the words of the United States Supreme Court, "Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die."

I. Conditions Governing Appointments

A. Statement of Terms of Appointment

1. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment and any special understandings, or any notices incumbent upon either party to provide, will be stated or confirmed in writing, and a copy will be given to the faculty member.

2. With the exception of special appointments clearly limited to a brief association with the institution and reappointments of retired faculty members on special conditions, all full-time appointments to the rank of instructor or higher are of two kinds: (1) probationary appointments; and (2) appointments with continuous tenure.

3. Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be kept informed in writing of his appointment and/or all matters relative to his eligibility for the acquisition of tenure.
B. Probationary Appointments

1. Probationary appointments may be for one year or for other stated periods, subject to renewal. The total period of full-time service prior to the first consideration for acquisition of continuous tenure will not ordinarily exceed seven years. This probationary period includes all previous full-time service with the rank of instructor or higher, including other institutions of higher learning. However, the probationary period may extend to as much as four years at Edgewood, even if the total full-time service in the profession thereby exceeds seven years. The terms of such extension will be stated in writing at the time of initial appointment. Except as provided in III, D, time spent on leave of absence will count as probationary period service, unless the individual and institution agree to the contrary at the time leave is granted.

2. Regardless of the stated term or other provisions of any appointments, written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of his appointment, as follows: (1) not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; (2) if a one-year appointment terminates during an academic year, at least three months in advance of its termination; (3) not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; (4) if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination; (5) at least twelve months before the expiration of an appointment after two or more years of service at the institution. The institution will normally notify faculty members of the terms and conditions of their renewals by March 15, but in no case will such information be given later than April 15.

C. Tenured Appointments

1. Definition: An appointment held by a member of the faculty who has been granted tenure and which hence may only be terminated by the institution for adequate cause.
II. Termination of Appointment

A. By the Faculty Member

1. A faculty member may terminate his appointment effective at the end of an academic year, provided that he gives notice in writing at the earliest possible opportunity but not later than April 15 or thirty days after receiving notification of the terms of his appointment for the coming year, whichever date occurs later. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where he would otherwise be denied substantial professional advancement or other opportunity.

B. By the College

1. Cause for Termination

A termination may be effected by the institution only for adequate cause. Such causes are:

   a. Financial exigency
   b. Discontinuance of a program or school/department of instruction
   c. Medical reasons
   d. Lack of fitness of the faculty member in his professional capacity
   e. Moral turpitude.

2. Procedure for Termination Under Causes a, b, c

   a. Where termination of appointment is based upon financial exigency, or bona fide discontinuance of a school/program or department of instruction, Regulation I, B, 2 will not apply, but faculty members shall be able to have the issues reviewed by a committee composed of the elected members of the Academic Rank Committee, with ultimate review of all controversial issues by the Board of Trustees. In every case of financial exigency or discontinuance of a program or school/department of instruction, the faculty member concerned will be given notice as soon as possible, and never less than 12 months'
notice, or in lieu thereof, he will be given severance salary for 12 months.

b. Before terminating an appointment because of the abandonment of a program or school/department of instruction, the institution will make every effort to place affected faculty members in other suitable positions. If an appointment is terminated before the end of the period of appointment because of financial exigency or because of the discontinuance of a program of instruction, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

c. Termination of a tenured appointment or of a non-tenured or special appointment, before the end of the period of appointment, for medical reasons, will be based upon clear and convincing medical evidence which shall, if the faculty member so requests, be reviewed by the Faculty Affairs Committee before a final decision is made by the Board of Trustees on the recommendation of the President of the institution.

3. Procedure for Termination Under Causes d, e

d. Adequate cause for dismissal will be related, directly and substantially, to the fitness of the faculty member in his professional capacity as a teacher or researcher. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Dismissal of a faculty member with continuous tenure, or with a special or probationary appointment, before the end of the specified term, will be preceded by: (1) discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement; (2) informal inquiry by a committee composed of
the elected members of the Academic Rank Committee which may, failing to effect an adjustment, determine whether, in its opinion, dismissal proceedings should be undertaken, without its opinion being binding upon the President; and (3) a statement of charges, framed with reasonable particularity by the President or his/her delegate.

e. A dismissal will be preceded by a statement of reasons, and the individual concerned will have the right to be heard by the Faculty Affairs Committee. A member will remove themselves from the case, either at the request of a party or on his/her own initiative, if he/she deems themselves disqualified for bias or interest. Each party will have a maximum of two challenges without stated cause. In the event of a vacancy or vacancies on the committee resulting from disqualification or challenge without stated cause, alternates, meeting the approval of both parties, shall serve for that hearing.

1. Service of notice of hearing with specific charges in writing will be made at least 20 days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him/her or asserts that the charges do not support a finding of adequate cause, the hearing committee will evaluate all available evidence and rest its recommendation upon the evidence in the record.

2. The committee, in consultation with the President and faculty member, will exercise its judgment as to whether the hearing should be public or private.

3. During the proceedings the faculty member will be permitted to have an academic advisor and/or counsel of his/her own choice.

4. Either party shall be permitted to invite a representative of a responsible educational association to attend the proceedings as an
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observer. The committee shall also enjoy this privilege if it so desires.

5. A verbatim record of the hearing or hearings will be taken and a typewritten copy will be made available to the faculty member without cost to him/her, per their request.

6. The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.

7. The hearing committee will grant adjournments to enable either party to investigate evidence as to which, in its judgment, a valid claim of surprise is made.

8. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the institution will, insofar as it is possible for it to do so, secure the cooperation of such witnesses and make available necessary documents and other evidence within its control.

9. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear, but the committee determines that the interests of justice require admission of his/her statement, the committee will identify the witness, disclose his/her statement and, if possible, provide for interrogatories.

10. In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.

11. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is, in its judgment, of probative value in determining the issues involved.

12. The findings of fact and the decision will be based solely on the hearing record.
13. Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers should be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees of the institution. The President and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing.

14. If the hearing committee concludes that the evidence in the record has not established adequate cause for dismissal, it will so report to the President. If the President rejects the report, he/she will state his/her reasons for doing so, in writing, to the hearing committee and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the hearing committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

15. Action by the Board of Trustees: If dismissal or other penalty is recommended, the President will, on request of the faculty member, transmit to the Board of Trustees the record of the case. The Board of Trustees' review will be based on the record of the committee hearing, and it will provide opportunity for argument, oral or written or both, by the principals at the hearing or by their representatives. The decision of the hearing committee will either be sustained or the proceeding returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of Trustees will make a final decision only after study of the committee's reconsideration.
16. Suspensions: Until the final decision upon termination of an appointment has been reached, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to him/herself or others is threatened by his/her continuance. Before suspending a faculty member, pending an ultimate determination of his/her status through the institution's hearing process, the administration will consult with the Faculty Affairs Committee. Suspension is appropriate only pending a hearing. Salary will continue during the period of suspension.

17. Terminal Salary or Notice: If the appointment is terminated, the faculty member will receive his/her salary or notice in accordance with the schedule of notice to which he/she is entitled under Regulation 2, b, or, if he/she has tenure, for at least one year. This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct, which justified dismissal, involved moral turpitude. On the recommendation of the Faculty Affairs Committee or of the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

III. Academic Freedom

A. Statement

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors.

B. Academic Freedom of Non-Tenured Faculty

If a faculty member on probationary or other non-tenured appointment alleges that considerations in violation of academic freedom significantly contributed to a
decision not to reappoint him/her, his/her allegation will be given preliminary consideration by a committee composed of the elected members of the Academic Rank Committee, which will seek to settle the matter by informal methods. His/her allegation shall be accompanied by a statement that he/she agrees to the presentation, for the consideration of the faculty committees, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter will be heard in the manner set forth in Regulation 3 except that the faculty member making the complaint is responsible for stating the grounds upon which he/she bases his/her allegations, and the burden of proof shall rest upon him/her. If, in the judgment of the committee, he/she succeeds in establishing a prima facie case, it is incumbent upon those who have made the decision not to reappoint him/her to come forward with evidence in support of their decision.

C. Administrative Personnel
The foregoing regulations apply to administrative personnel with faculty status, but only in their capacity as faculty members. Where an administrator alleges that a consideration in violation of academic freedom significantly contributed to a decision to terminate his/her appointment to his administrative post, or not to reappoint him/her, he/she is entitled to the procedures set forth in III, B.

D. Political Activities of Faculty Members
As part of a longstanding tradition of free and open inquiry, Edgewood College values and protects the freedom of faculty, staff, and students to express their political views. Furthermore, Edgewood College encourages all faculty, staff, and students to be active and engaged citizens, and to participate fully in the political life of the community.

At the same time, to retain its status as a tax-exempt organization under Section 501(c) (3) of the federal Internal Revenue Code, the College must not participate
or intervene in any political campaign on behalf of or in opposition to any candidate for public office.

As a non-profit, tax-exempt entity, Edgewood must abide by federal and state laws prohibiting the use of its facilities, services or personnel to promote or support individuals or organizations campaigning for public office. These laws prohibit Edgewood College, and any of its related entities, from contributing to or supporting political candidates or parties. Therefore, no Edgewood College resources including but not limited to personnel, computers, e-mail accounts, copiers, office space, vehicles, logo, letterhead, websites hosted by the college, or publications may be used to endorse a candidate, political party, or political action committee. The restrictions on political activity do not apply to any employee acting as an individual, on their own time and using personal resources.

The following guidelines are designed to address the most common questions about political activity by Edgewood employees. If you have questions or concerns, please seek clarification from your supervisor.

**Employees Speaking Out on Political Issues**
An Edgewood employee who speaks or writes on political issues – such as at campaign events, blogs and other public media – should take care to indicate that the comments do not represent the views of the College and should not utilize college images (the logo or shield, for example) in any visual media. Though an employee may be identified by the College title or job description in circumstances where the communication is related to the employee’s role, or professional expertise at the College, the employee’s association with Edgewood should be made only for purposes of identification. A statement such as the

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1 Additional information regarding these regulations is available at the IRS website (http://www.irs.gov/pub/irs-tege/rr2007-41.pdf). The document available at http://www.irs.gov/pub/irs-tege/rr2007-41.pdf may be of particular interest, as it gives specific examples around what is permissible and what is illegal under the law.
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following can clarify this: “Titles and affiliations of each individual are provided for identification purposes only and do not reflect the views of the institution.”

**Employee Involvement in Political Campaign**
Federal law prohibits Edgewood College from raising funds for a political candidate or political party. This prohibition includes using Edgewood facilities, personnel or other resources for partisan political activities. Individuals are encouraged in political processes as engaged citizens; in circumstances where employees choose to run for or hold elective office, the same prohibitions apply.

**Candidate Appearances on Campus**
Candidates for political office may speak on campus at the invitation of the college or organizations affiliated with the College as long as:

1. Edgewood College provides equal speaking opportunities to political candidates seeking the same office
2. Edgewood College as an institution is not indicated as being in support of or opposition to the candidate
3. No political fundraising occurs
4. The appearance is a speech, a Question &Answer session, or a similar format typical of an educational activity at an academic institution.

**Invitations from Faculty/Staff Members or Academic Units**
Faculty/Staff members may reserve facilities for educational activities involving political candidates provided the appearance furthers the educational or academic mission of Edgewood in accordance with the policy regarding the use of College facilities.

**Invitations from Student Groups**
Recognized student organizations may use facilities for partisan political purposes or for political forums in accordance with the policy on use the College facilities. Fundraising is not permitted.

**Press Conferences**

Press conferences or similar on-campus events for a political candidate are generally prohibited.

E. Other Academic Staff

1. In no case will a member of the academic staff who is not otherwise protected by the preceding regulations which relate to dismissal proceedings be dismissed without having been provided with a statement of reasons and an opportunity to be heard before a duly constituted committee.

2. With respect to the non-reappointment of a member of such academic staff who establishes a prima facie case to the satisfaction of the appropriate committee that a consideration in violation of academic freedom significantly contributed to the non-reappointment, he/she will be given a statement of reasons by those responsible for the non-reappointment and an opportunity to be heard by the committee.

IV. **Grievance Procedure**

If any faculty member feels that he/she has cause for grievance in any matter other than dismissal proceedings—such matters as salaries, assignment of teaching duties, assignment of space or other facilities, and propriety of conduct—he/she may petition the Faculty Affairs Committee for redress. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain any factual or other data, which the petitioner deems pertinent to his case. The committee will have the right to decide whether or not the facts merit a detailed investigation. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The Committee may seek to bring about a settlement of the issue satisfactory to the parties. If, in the opinion of the Committee, such a
settlement is not possible or is not appropriate, the Committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer or officers, and the petitioner will, at his request, be provided an opportunity to present his/her case to them.

DEFINITIONS

1. **FACULTY**: The college faculty consists of professors, associate professors, assistant professors, instructors, and such other persons as may be designated in their contracts or letters of appointment as having faculty status.
2. **FULL-TIME FACULTY**: The full-time faculty consists of the full-time tenured faculty and those others who are designated in their contracts or letters of appointment as full time.
3. **PROBATIONARY APPOINTMENT**: An appointment held by a full-time member of the faculty during the period, which precedes the granting of tenure.
4. **DISMISSAL**: A dismissal is the termination by the College of an appointment with continuous tenure, or of a special or a probationary appointment before the end of the specified term for specified causes.
5. **ADMINISTRATIVE PERSONNEL**: Administrative personnel are those persons who are appointed to specific administrative positions by the Board of Trustees.
6. **ACADEMIC STAFF**: The academic staff consists of the faculty and such persons as may be designated members of the academic staff in their contracts or letters of appointment.
I. Jurisdiction

Faculty Association By-laws, as amended and approved March 15, 2005, establish the Faculty Affairs Committee and charge it with the responsibility as a Grievance Committee in the manner outlined in the Edgewood College Regulations on Academic Freedom and Tenure.

The Edgewood College Regulations on Academic Freedom and Tenure direct the Faculty Affairs Committee to receive petitions from faculty members who feel that they have cause for grievance, including such matters as salaries, assignment of teaching duties, assignment of space or other facilities, and propriety of conduct. Procedures for these cases are outlined below. Faculty Affairs is also directed to consider petitions in cases of dismissal proceedings, including termination of a tenured appointment or of a non-tenured or special appointment. For these procedures, refer to the regulations on Academic Freedom and Tenure in the Faculty Handbook (Termination of Appointment). In all cases, the Faculty Affairs Committee has a right to determine whether or not the faculty member’s petition and supporting evidence merit Formal Inquiry. Grievances related to sexual harassment will be referred to the Human Resource Department, in accordance with the procedures as set out in the Sexual Misconduct Policy.

II. Membership

A. For ordinary appeals the Grievance Committee will consist of the elected members of the Faculty Affairs Committee.

B. In the special case of appeals concerning the non-renewal of probationary appointments, the Grievance Committee will have five members and will consist of the tenured elected members of the Faculty Affairs Committee together with such other tenured faculty members as are needed and are selected by the Faculty Affairs Committee.
III. Procedures

A. Initiation of Grievance

1. In the absence of extenuating circumstances, such as when the incident that is the basis of the complaint becomes known to the grievant sometime after its occurrence, initiation of a grievance must be received by the Vice President of Academic Affairs (VPAA) office not later than 20 working days after the grievant’s receipt of the decision which is being appealed, or the occurrence of an action which is the source of the complaint. Notice of the initiation of a grievance shall also be given by the grievant to the Chair of Faculty Affairs. If the grievance is not filed within this timeframe the decision or action is not grievable. (Rationale for these additions: an incident that precipitates a grievance may have taken place in the past, without the grievant’s knowledge; notice to the Chair of Faculty Affairs assures that deliberations on the case will begin in a timely fashion).

   a. [For purposes of this entire document, the phrase “working days” shall be defined as Mondays through Fridays which are not designated as holidays by the College.]

2. The grievant has the burden of proof. He/she shall be given 10 working days after filing the grievance with the VPAA to submit in writing to the chairperson of the Faculty Affairs Committee, or other designated agent, additional information regarding the appeal including the following information:

   a. The nature of the grievance;
   b. Against whom the grievance is directed;
   c. Documentation that usual and customary procedures for the resolution of disputes have been attempted and were unsuccessful;
   d. Any factual data, other than hearsay, which the petitioner deems appropriate;
   e. A suggestion as to what might constitute appropriate resolution of the grievance.
B. Guidelines for Acceptance of a Grievance

1. The Grievance Committee will have 10 working days after the receipt of the information specified in Article III. A. 2. to determine by consensus if possible, or by majority vote if consensus cannot be reached, whether the grievance has been accepted and an inquiry is warranted. (Rationale: Faculty Affairs feels that a general principle to be reflected in this document is that while consensus is optimal, the various positions making up majority and minority points of view need to be reflected in all decisions.)

2. The guidelines for accepting a grievance of a school/departmental or administrative decision require evidence of:
   a. Substantial and relevant circumstances not considered in the original decision or action; or
   b. Violation of written procedures, the absence of adequate procedures, or the presence of conflicting procedures; or
   c. Discriminatory action, including either disparate treatment of individuals or evidence that the decision would result in a disparate impact upon individuals protected under federal, state or local legislation.

3. The guideline for accepting a grievance involving propriety of conduct requires evidence that such conduct has the purpose of substantially interfering with an individual’s academic or professional performance or the impact of creating an intimidating, hostile or demeaning educational or employment environment.

4. The Committee will inform the parties as to whether the grievance has been accepted and an inquiry is warranted.

C. Preliminary Inquiry

1. If the grievance is accepted, the Grievance Committee may conduct a preliminary inquiry and request and review additional evidence in order to determine whether the complaint merits Formal Inquiry. If conducted, this preliminary inquiry should normally be completed not later than 10 working
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days after the acceptance by the Grievance Committee of the grievance; this time period may be extended under special circumstances. Evidence requested by the Grievance Committee must be received from the parties to the grievance within 5 working days of notification.

2. After conducting the preliminary inquiry, the Grievance Committee may, based on information provided by the petitioner and any additional details uncovered, decide by majority vote that the petition warrants a Formal Inquiry.

3. The Grievance Committee may also, at its discretion or upon request and agreement of the involved parties, recommend mediation without initiating a Formal Inquiry. Proceeding with mediation does not prejudice the case against a later formal grievance inquiry, which may be used where mediation is unsuccessful.

4. In the event that a preliminary inquiry is conducted, all parties will be notified and upon completion of the inquiry the Grievance Committee will provide a written report of its findings and recommended actions to the parties.

5. In cases of conflict of interest, including but not limited to membership in grievant’s department, members of Faculty Affairs will rescue themselves from Grievance Committee service.

D. Formal Inquiry

1. If the Grievance Committee determines that the complaint merits Formal Inquiry, the Committee will notify the person or persons against whom the grievance is directed in writing. The Committee will schedule a hearing to be conducted within 20 days after notification to the grievant that a Formal Inquiry will be conducted, unless all parties agree in writing to an extension. The purpose of the hearing is for the Committee to hear the charge; examine the facts of the case as presented by the petitioner, the parties concerned, and any witnesses, and determine further action. (Rationale for change: clarification of procedure.)
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2. In preparation for the hearing the Grievance Committee will gather any further information and evidence it deems relevant, including hearsay testimony, and give it whatever weight it concludes is appropriate. Under normal circumstances, any evidence to be considered by the Committee must be submitted by the parties to the grievance no later than 5 working days before the hearing.

E. Hearing Procedures

1. The hearing is a committee-directed process designed to assist the Grievance Committee in fulfilling its charge to conduct an investigation. As such the Committee will first question the parties and then any witnesses who are going to appear. The hearing is not a legal proceeding and rules of evidence and procedure observed by the courts do not apply. Parties to the grievance are entitled to be accompanied by one person serving as legal counsel, who may provide advice to the party of the grievance, but may not participate in the proceedings. Any questions that the parties have of each other or the witnesses must be directed to the chair and the Committee will determine whether the questions are relevant and should be presented. Questions must be submitted in written form either before the hearing or during the hearing. If the Committee has doubts about the relevance of a question it will give the party an opportunity to explain why the question and information desired is important for this Committee to consider.

2. Both parties will be allowed a set amount of time to present opening remarks prior to the Grievance Committee beginning its inquiry of the parties and the witnesses. At the conclusion of the inquiry phase both parties will be given a set amount of time to give closing remarks.

3. Witness statements may, when necessary, be taken outside the hearing and reported to it where unusual and urgent reasons move the Grievance Committee to withhold the right to question directly all witnesses, such as the involvement of student witnesses, or where the witness cannot or chooses not to appear. The identity of the witness, as well as the statements of the witness,
should nevertheless be disclosed to the parties involved. If the parties desire to make statements about a particular witness’s testimony or believes that there is a critical and relevant follow up question, then the Committee may follow up with the witness and will share the information with the parties. The parties can make statements regarding the credibility and weight of the witness interviews and the Committee can give statements whatever weight it deems appropriate.

4. The Grievance Committee shall offer to keep a tape of its hearings, and shall allow supervised access to the tape by the parties to the grievance. A transcript of the tape will not be prepared except on request of one of the parties who shall bear the cost of the transcript.

5. The Grievance Committee may schedule further meetings with the petitioner and the party or parties to the grievance, either separately or together.

6. In the absence of extenuating circumstances, the Formal Inquiry, including the hearing, shall be expected to be completed no later than 10 working days from the date of the commencement of the Formal Inquiry hearing.

F. Formal Inquiry Report

1. At the completion of the hearing the Grievance Committee will provide a Proposed Formal Inquiry Report including its findings and recommended actions to the parties. The Grievance Committee shall attempt to reach consensus in their deliberations. If consensus cannot be reached, the Committee’s decision should reflect majority and minority opinions. (Rationale: Faculty Affairs feels that a general principle to be reflected in this document is that while consensus is optimal, the various positions making up the majority and minority points of view need to be reflected in all decisions.). The Committee report may:

   a. Conclude that no case of substance exists and take no further action on the case. In cases the petitioner should receive assistance in identifying alternative channels for methods for a resolution of the grievance
OR

b. Conclude that a case of substance exists and present its findings and recommendations for further action in the Proposed Formal Inquiry Report. (Rationale: clarification; “Preliminary Inquiry” appears earlier in the document.)

2. The Proposed Formal Inquiry Report is due no later than five working days after the Grievance Committee reaches a decision. Ordinarily, each party shall have an opportunity to respond to the report in writing within five working days.

3. The Grievance Committee shall review the parties’ responses and prepare any changes approved by a majority vote of the committee. A copy of its Final Formal Inquiry Report shall be forwarded to the appropriate administrative officer(s) and to the parties to the grievance not later than five working days after the parties concerned have had an opportunity to respond to the Proposed Formal Inquiry Report. A majority and minority opinion may be reported. Forwarding its findings and recommendations ends the Committee’s participation in the dispute.

   In the event that the appropriate administrative officer is also one of the parties to the grievance, copies of the reports will be sent to the next higher level of administration who is not a party to the grievance.

G. Appeal Procedures

1. If any party is dissatisfied with the action taken, an appeal may be made in writing. Directly to the President of the College within 10 working days of the date of receipt of the Formal Inquiry Report. (Rationale: clarification)

2. Absent extenuating circumstances, the President will respond to the appeal no later than 10 working days of the receipt of the appeal.

IV. Rights of the Parties
A. During the procedures, the party or parties named in the petition have the following rights:

1. To be informed in writing of the specific grievance at the time of his or her notification to appear before the Grievance Committee.
2. To be informed of the rights here listed.
3. To have the counsel of his or her choice, who may be consulted by that party during the meeting, but may not participate.
4. To know, in the event of Formal Inquiry, the name of his or her accuser(s) and, upon request, to hear the testimony of both petitioner and witness(es) and to question them following Grievance Committee guidelines, except as otherwise provided in III, E, 3.
5. To present and/or request relevant evidence on his or her own behalf
6. To make any relevant statements or ask any relevant questions during his or her appearance before the Grievance Committee.
7. To express his or her wishes to the Grievance Committee concerning release of information by the Committee chairperson concerning the case. However, the petitioner by commencing this appeals process agrees to allow the Grievance Committee to have access to any and all pertinent records held by the College or any of its employees including but not limited to materials in the individuals’ personnel file, evaluations and department minutes. The petitioner waives their rights to object to such disclosure to member of the Committee. Further, the petitioner grants permission to members of the Committee to solicit oral or written statements from those people whom the Committee believes may possess information that could be relevant to the matter being grieved.
8. To receive a written decision from the Grievance Committee.
9. To appeal the decision.
10. To have the proceedings remain confidential.
B. The petitioner has all of the same rights, with the exception of the first listed above, and further has the right to be protected from the possibility of reprisal during and after this process.
PERSONNEL FILES

Faculty personnel files will be in the Academic Dean's Office. These will contain letters of appointment and yearly contracts, official transcripts both undergraduate and graduate, updated resumes, evaluations, etc.
PART-TIME FACULTY

Part time faculty at Edgewood College are valued members of the community and make a unique contribution to its academic life. They bring expertise and practical experience into the classroom from the world for which students are being prepared. Part time faculty complement and enhance the work of full time faculty and enrich the curriculum. In addition, part time teaching often provides experienced University dissertators an opportunity to gain valuable teaching experience in a small liberal arts college setting and in their own classroom.

Part time faculty are normally appointed on a semester-to-semester basis to teach 9 credits or less. They are appointed to fill unexpected needs in a school/department, to teach courses which cannot be covered by full time faculty, or specialized courses such as those best taught by practitioners in a field. These appointments are by nature temporary and are dependent on sufficient course enrollments.

Part time faculty are appointed to adjunct rank appropriate to their credentials and experience, as outlined under section POLICIES GOVERNING ACADEMIC RANK, PROMOTION AND TENURE in this Handbook. They may apply for promotion to higher ranks in the event that they have accumulated the number of teaching credits appropriate. Initiation of the process of application for promotion is the responsibility of the part time faculty member. Those intending to apply for promotion should submit to the formal evaluation process after every 24 credits of teaching. (See FACULTY EVALUATION GUIDELINES).

Per credit hour salaries for part time faculty will be based on rank, experience and credentials.

Part time faculty are eligible to apply for faculty development funds if they have taught for two semesters at the College. If they have taught for four semesters at the College, they are eligible to vote at the Faculty Association and College Assembly meetings. Part time faculty should consult with the Human Resources Office to determine if they are eligible for any employee benefits.

Academic Dean’s Office
FACULTY RESPONSIBILITIES

Absence

If a class must be canceled, faculty members should notify the school dean/department chairperson, the Academic Dean and the students concerned. Faculty are encouraged to collect student e-mail addresses and/or phone numbers at the beginning of the semester so they can so notify students if they must miss a class. Remember students often come from a distance, leave children with sitters or may not feel well themselves. When students are to be notified of a class cancellation by the posting of a written message, the Office of the Academic Dean or someone designated by that office will post the notice except at those times when notification is urgently needed and the Office of the Academic Dean is closed. If the faculty member is kept from class due to inclement weather, also notify the Campus Assistance Center. The College rarely closes for inclement weather.

Academic Advising

All full-time faculty members are expected to do academic advising, usually for their own majors, but also for students outside their school/department. Advisors are encouraged to act as mentors for students and to serve as a campus resource, assisting them to meet their academic and life goals. All degree-seeking students are assigned a member of the faculty, or, in some programs, a professional advisor for academic advising. Students are required to meet with their advisor each semester prior to registration, but are encouraged to confer with their advisor regularly about curriculum, career, and individual development concerns. The typical advising load for faculty is 20 to 25 students. New faculty must receive training prior to advising students.

Effective academic advising is one of the criteria considered in promotion and tenure decisions. Advisors should be familiar with the Advising Handbook. They are responsible for maintaining students’ confidentiality, knowing and accurately interpreting college policies and procedures. They are also responsible for keeping accurate advising files for their advisees.
Academic advising includes:

1. Providing academic and career information to students
   a. helping students explore and develop realistic academic goals
   b. answering questions about academic policies and procedures, or referring students to the appropriate office
   c. knowing campus and community resources that could assist students
   d. discussing links between academic preparation and employment opportunities or graduate school
   e. assisting students each term with course selection and registration.

2. Supporting students’ personal development
   a. getting to know students personally and recognizing their various stages of growth and development
   b. aiding students in decision-making, self-understanding and intellectual growth
   c. promoting a positive educational experience.

The Office of the Academic Dean assigns advisors to students and handles any subsequent change of advisor based on a student’s request or an advisor’s recommendation.

Academic Alert Notices

Faculty should use an Academic Alert Notice to notify students that they are not progressing satisfactorily in class due to absence, poor preparation, missing assignments, poor performance on quizzes, tests and papers. This warning is a formal way of indicating to a student that steps need to be taken in order to improve class performance and should be sent at the first sign of difficulty along with suggestions about what the student needs to do to improve. A notice may be sent at any time during the semester. Copies are also sent to the student’s advisor and the Associate Academic Dean, who will contact the student to discuss his/her academic progress. Notice forms are available in the Academic Dean's office or online.

Academic Appeals

Provisions have been made by all schools/departments for academic appeals. A copy of the procedure to be followed in case of an appeal may be obtained from the appropriate school dean/department chairperson or the Academic Dean.
Academic Dismissal from the College

1. Student whose cumulative academic GPA falls below 2.0 for two consecutive terms with a minimum of 12 credits is dismissed.

The Academic Dean’s Office notifies students of dismissal via certified mail at the end of each term, including summer, but not Winterim. Appeal procedures are included.

A student who is dismissed must sit out for at least a year and then may reapply to the College through the Admissions Office. To be readmitted students should have successfully completed coursework at another institution, such as a community college.

A dismissed student has the option to appeal his/her dismissal for early reinstatement for the upcoming term by following the appeals procedure.

2. Procedures for Appeal of Academic Dismissal
   a. A student may appeal dismissal only once
   b. A student must appeal dismissal in writing. The written appeal addressed to the Associate Academic Dean must be received before the Appeals Committee meeting. In this letter the student must outline the basis for the appeal according to the following grounds:
      i. extenuating circumstances that could not have been anticipated before the deadline for dropping courses;
      ii. substantial and well documented evidence of academic improvement which indicates ability to do college level work, i.e., achieve at least a 2.0 cumulative grade point average.

3. The student must appear before the Appeals Committee to explain his/her reasons for appealing. Students should contact their academic advisor or other faculty member who can speak in their support. The advisor or faculty member is encouraged to accompany the student to the Appeal Hearing.

4. The Appeals Committee* will review the appeal and submit its decision to the student. The decision of the committee is final.

The initiation and process of appeal are the student’s responsibility. Students are encouraged to check with the Financial Aid Office before making an appeal regarding their eligibility for aid if reinstated.

* The Academic Dismissal Appeals Committee is a subcommittee of the Admissions Committee. The Committee hears all cases of academic dismissal. The Committee is comprised of:

- Associate Academic Dean, Chair
- Dean of Students
- Three faculty members
Academic Honesty Policy

Faculty should include the two paragraphs below on their syllabi, on a continuing basis, and take time at the beginning of each semester to discuss with students, especially how the policy and its violations apply to their particular course and discipline and electronic information sources they will be using.

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy. The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

“Cheating on exams; submitting collaborative work as one’s own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor’s or administrator’s name to any document or form; plagiarism, or aiding another student in any of the above actions.”

Evaluation

- How students will be assessed during the semester; how final grades will be awarded (weighing of various requirements).
- What are the means for students to give feedback and access course (e.g. midterm feedback, end-of-term course evaluation).
CENTER FOR ACADEMIC INTEGRITY

TEN PRINCIPLES OF ACADEMIC INTEGRITY FOR FACULTY

1. **Affirm the importance of academic integrity**
   Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including diligence, civility, and honesty.

2. **Foster a love of learning**
   A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair.

3. **Treat students as ends in themselves**
   Faculty members should treat their students as ends in themselves--deserving individual attention and consideration. Students will generally reciprocate by respecting the best values of their teachers, including a commitment to academic integrity.

4. **Promote an environment of trust in the classroom**
   Most students are mature adults, and value an environment free of arbitrary rules and trivial assignments, where trust is earned, and given.

5. **Encourage student responsibility for academic integrity**
   With proper guidance, students can be given significant responsibility to help protect and promote the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant.

6. **Clarify expectations for students**
   Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class.

7. **Develop fair and relevant forms of assessment**
   Students expect their academic work to be fairly and fully assessed. Faculty members should use--and continuously revise--forms of assessment that require active and creative thought, and promote learning opportunities for students.

8. **Reduce opportunities to engage in academic dishonesty**
   Prevention is a critical line of defense against academic dishonesty. Students should not be tempted or induced to engage in acts of academic dishonesty by ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, or poor examination security.
9. **Challenge academic dishonesty when it occurs**  
   Students observe how faculty members behave, and what values they embrace. Faculty members who ignore or trivialize academic dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10. **Help define and support campus-wise academic integrity standards**  
   Acts of academic dishonesty by individual students can occur across artificial divisions of departments and schools. Although faculty members should be the primacy role models for academic integrity, responsibility for defining, promoting, and protecting academic integrity must be a community-wide concern—not only to identify repeat offenders, and apply consistent due process procedures, but to affirm the shared values that make colleges and universities true communities.

© Center for Academic Integrity. These “Ten Principles” first appeared as “Faculty and Academic Integrity” in the Summer 1997 issue of *Synthesis: Law and Policy in Higher Education*. Gary Pavela, editor.
### College Governance, Guidelines and Procedures

| “Stooge” who sits in on the exam and leaves | 1. Number all tests before distribution. Be sure all tests are returned. If one is missing, be sure it does not show up later | • Be vigilant—try to have a proctor watch each exit |
| “Ringer” who takes a test for someone else | 2. If a student needs to leave the room during a test, have him/her hand in the exam until s/he returns | • Close observation |
| 3. Check student photo ID | |

### Following the Test

| Turning in a lifted exam as test taken in class | 1. Do not leave exams or grade book on the desk or open unattended. Keep in a locked, safe place | • Photocopy the exams of those suspected before handing them back |
| Changing grades on exams | 2. If a test is discovered missing at the end of exam, be sure it does not reappear as completed test. |
| Changing answers on exams | 3. Mark grades in grade book prior to returning tests |
| 4. Warn students that some exams will be photocopied before returning to detect changes |
| 5. If grades are placed on a computer, ensure security is of the highest level. Place the grades on disk, if possible, so that the disk can be safely locked up |

### Take Home Test

| Take home test done by “expert” | 1. Avoid giving take-home tests | • Solution is done in a way not covered by instructor |
| 2. Require oral presentations | • Looks “professional” |

### Homework/Reports

| Copy solutions from instructor’s manual | 1. Switch to a book with no manual | • Compare solutions with manual |
| Copy solutions from fellow students | 2. Count homework as only a small percentage of final grade | • Careful grading—look for similarities |
| Copy from old sets from previous semesters | 3. Clearly articulate to students guidelines for group work | • Solution done in a way not covered by instructor |
| Get report done by “expert” | 4. Give different homework assignments each semester |
| 5. Ask for oral presentation |
### Plagiarism

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Place limits on topic selection</td>
</tr>
<tr>
<td></td>
<td>• Look for significant fluctuations in writing style</td>
</tr>
<tr>
<td>2.</td>
<td>Avoid topics that are too general – this decreases the likelihood of using a “paper mill”</td>
</tr>
<tr>
<td></td>
<td>• Looks “professional”</td>
</tr>
<tr>
<td>3.</td>
<td>Change topic lists frequently</td>
</tr>
<tr>
<td></td>
<td>• Look for work that appears to clearly be beyond student’s ability</td>
</tr>
<tr>
<td>4.</td>
<td>Establish precise format for paper and stick to it</td>
</tr>
<tr>
<td></td>
<td>• Compare with in-class writing assignments</td>
</tr>
<tr>
<td>5.</td>
<td>Require a tentative bibliography early in the term. Require library location numbers</td>
</tr>
<tr>
<td>6.</td>
<td>Require an advance outline of paper</td>
</tr>
<tr>
<td>7.</td>
<td>Do not permit late topic changes</td>
</tr>
<tr>
<td>8.</td>
<td>Give pop test on basic knowledge</td>
</tr>
<tr>
<td>9.</td>
<td>Require notes and drafts to be turned in</td>
</tr>
<tr>
<td>10.</td>
<td>Use in-class writing assignments</td>
</tr>
<tr>
<td>11.</td>
<td>Keep papers on file for five years</td>
</tr>
<tr>
<td>12.</td>
<td>Turn in paper with one photocopied source (to check for use of borrowed material)</td>
</tr>
</tbody>
</table>


*Asheville, NC: College Administration Publications.*

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**Academic Standing**
Good Academic Standing

To be in good academic standing, a student must have a semester GPA and cumulative GPA of at least 2.0 with no grades of Incomplete. The GPA is based on all courses attempted on a graded basis except pass/fail courses and remedial courses.

Warned: Incomplete

This action is received whenever a student receives one or more incomplete grades. (N.B. This is a temporary status that will revert to the appropriate academic action when the Incomplete is removed).

Warned

A student will be warned if the semester GPA is below 2.0. Continued academic performance at this level can lead to academic probation or dismissal.

Probation

A student will be placed on probation if the cumulative GPA is less than 2.0. While on probation, a student who takes an Incomplete may not register for the following term. (NB. If semester and cumulative are both below 2.0, a student will receive probation rather than a warning.

Dismissal

A student will be dismissed from the college if the cumulative GPA is less than 2.0 for two consecutive terms (excluding Winterim), with a minimum of 12 cumulative credits attempted.

Attendance at College Functions- Academic Attire

Faculty members are required to attend Commencement ceremonies in full academic attire. They are also required to attend meetings of the Faculty Association and College Assembly. Faculty are also encouraged to attend other College functions throughout the year, e.g., theater and musical productions, gallery openings, sports events, ceremonials and religious events, etc.

Faculty will have the opportunity to purchase, through the College Bookstore, retainable academic attire during their first year as a member of the full time faculty. Otherwise they will
either have to purchase their own through another vendor, or rent the attire from the Bookstore for each Commencement ceremony.

**Change of Address**

Faculty will notify the Academic Dean’s Office and the Business Office of a change of address or telephone number.

**Early Alert Committee**

The Early Alert Committee, composed of members of the Learning Support Services and Dean of Students offices, works to assist students who may be in academic difficulty. Faculty concerned about their students’ progress have several means of notifying students of their concern: Academic Alert Notices, Mid-Semester Progress Reports for at-risk students, mid-term grades for freshmen and sophomores. The Early Alert Committee gets copies of these reports and will contact students and their advisors to help get students connected to appropriate campus resources or offices.

**Final Examinations**

Final examinations are held at the end of each semester and must be taken by all students at the scheduled hour. The Registrar will formulate an evaluation week schedule (2-hour period per class) and it is the policy of Edgewood College that:

1. All final exams be given at the assigned time.
2. All final papers, projects, take-home examinations, etc., be due at the assigned time.
3. The Registrar is directed to attempt to distribute faculty and student loads equitably throughout the week.
4. A student who has three or more exams one day may arrange with one of the instructors to reschedule examination.

**Due Date for Final Grades:** Final grades are due 48 hours after the scheduled final exam time. Normally late grades result in a call from the Academic Dean.

Please keep in mind: when you end the semester early, e.g., by giving the final during the last week of class or having a take home during the last week of class, other faculty find that their
students are unable to give them the attention they expect. Faculty who hold students to the posted final exam date also find it disconcerting that other faculty will, with apparent ease, allow students to take exams early to accommodate travel and other plans.

**Grade Reports**

Student grade reports are mailed to the student at his/her permanent address at the end of each semester if financial and/or Library obligations have been met. Grades are also available to students online on EdgeReg.

**Grading System**

The quality of a student’s work is expressed in grades and grade points. The scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (excellent)</td>
<td>4</td>
</tr>
<tr>
<td>AB (intermediate grade)</td>
<td>3.5</td>
</tr>
<tr>
<td>B (good)</td>
<td>3</td>
</tr>
<tr>
<td>BC (intermediate grade)</td>
<td>2.5</td>
</tr>
<tr>
<td>C (satisfactory)</td>
<td>2</td>
</tr>
<tr>
<td>CD (intermediate grade)</td>
<td>1.5</td>
</tr>
<tr>
<td>D (poor)</td>
<td>1</td>
</tr>
<tr>
<td>F (failure)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Incomplete Grade Policy**

Incompletes may only be given when they are initiated by the student and the proper procedure is followed (See incomplete policy in Section VI of this handbook).

**Incomplete Policy**

Incompletes may be given only when they are initiated by the student and the proper procedure is followed.
1. Student submits a ‘Request for Incomplete’ to instructor. Request form must be signed by the student and instructor before it is filed with the Registrar’s office. Request for Incomplete must be filed before the instructor submits the grades.

2. Reasons for Incomplete must be for illness or emergency- i.e., a situation beyond the student’s control, which makes the student unable to finish the class. Student must have attended regularly and done work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.

3. If student has not formally requested an Incomplete and missed exams or did not complete the course work, an A-F grade must be given for the work that has been done to date according to the grading policies outlined in the course syllabus.

4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given.

5. Incompletes may not be given on-line. If the grade is left blank and an Incomplete Request form has not been submitted, the Registrar will insert a grade of “F” for the class.
Sample Request for Incomplete form

Edgewood College
request for
incomplete

Name ____________________________ ID # ____________________
Course ___________________________ Sem/Yr Taken ______________
Reason for Request: __________________________________________

I understand that an incomplete is a temporary grade. If a letter grade is not submitted to the Registrar’s office within ten weeks after the end of the close of the term in which the Incomplete was given, the Incomplete will lapse to an ‘F’.

student signature: ___________________________ date: ______________
instructor approval: ___________________________ date: ______________

White - Registrar  Instructor - Green  Student - Yellow

Midterm Grades

Instructors are asked to submit midterm grades for freshman and sophomores at approximately the 7th week of class. These grades are sent to students and advisors as an advisory progress report, but are not part of a student’s permanent record.

Office Hours

Holding regular office hours is a primary responsibility of all full time faculty. Faculty members should post a schedule of their office hours next to the door of their offices, on syllabi, etc. If faculty so desire, they may indicate that they are also available by appointment.

The schedules requested by administrative offices should be filled out accurately and returned promptly, because these forms are used in scheduling faculty committee meetings and contacting faculty in the case of an emergency.

3-15
Office Space

The Academic Dean assigns office space to faculty.

Student Course Evaluations

It is the policy of Edgewood College that students will be given the opportunity to evaluate each of their courses and professors near the end of each semester. Evaluation forms will be distributed to each faculty member weeks before the end of each semester or will be available electronically.

The results of online evaluations will be returned to school deans/department chairpersons and then to the individual faculty member.

Syllabus Guidelines

A syllabus for each course you teach should be given to each student. An electronic copy should be sent to the Library Circulation Supervisor, currently Julie Wendt (wendt@edgewood.edu).

Suggested Syllabus Format:

General information

- Course title & course number (incl. Foundations designation)
- Semester & year in which course is being taught
- Instructor's name, phone number(s), voice mail extension
- Instructor's office and office hours

Description of course

- Include prerequisites, where applicable (see catalogue)
- If a Foundations course, how this course will fulfill Foundations objectives approved by the Faculty (see General Education: Rationale, Goals and Objectives, Means)

Course objectives
College Governance, Guidelines and Procedures

- Include specifics about your goals for the course and how the course will fulfill those goals
- Give an indication about your instructional methods (use of lecture, discussion, small group, AV)

Course requirements

- Number and kinds of assignments, papers, tests, quizzes, projects and when due
- An indication of how these requirements will be evaluated
- Attendance expectations

Curriculum Guidelines

- Texts required and recommended for the course; supplemental bibliography, if needed
- Topics to be covered and dates on which they'll be addressed
- Reading assignments and dates material will be covered
- Course policies (e.g., for late papers, research guidelines, missed quizzes)

Any provision for changes in the syllabus during the semester & how modifications will be communicated to students.

Travel Guidelines

Funds for travel by faculty members for professional purposes and/or College-related functions may be available through schools/departments or through general College funds administered by the Academic Dean (see Faculty Development Policies).

It is highly recommended that individuals who travel on College business and use their own cars have $500,000 liability insurance policy. The College provides insurance coverage for individuals who use College vehicles and, although additional insurance protection is provided by the College for persons who travel on College business in their own cars, the individual employee’s personal insurance company is the primary insurer in the case of an accident. Any excess losses over and above the primary insurance would then come under the liability policy of Edgewood College.
Faculty members who transport students in a College-owned or private vehicle are reminded that they and the College are liable in case of an accident. Therefore, it is recommended that the students be asked to sign a waiver of responsibility, which can be obtained from the Business Office.

In addition; Before transporting students, or other faculty/staff, a faculty member must gain approval to drive by submitting a copy of their driver’s license to the Business Office at least 5 business days prior to departure. The Business Office will contact the college’s insurance carrier to gain approval for the faculty member to transport others on official college business.

**Workload Guidelines**

*(Approved by the Academic Assembly: April 25, 1988)*

Guidelines governing faculty teaching and workloads should be flexible, allowing for consideration to be given to a number of variables. These variables include size of school/department, number of majors, number of advisees, size of classes, supervision of student teachers, chair responsibilities, committee assignments, number of course preparations, ratio of full-time/part-time faculty in a school/department, etc.

A normal load consists of:

<table>
<thead>
<tr>
<th>12 teaching credits</th>
<th>=</th>
<th>80%</th>
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<tbody>
<tr>
<td>Committee work, advising, research, professional development</td>
<td>=</td>
<td>20%</td>
</tr>
</tbody>
</table>

When course offerings and faculty assignments are being determined, deans/chairs and individual faculty may negotiate with the Academic Dean if it is apparent that the above variables significantly affect an individual's workload. Consideration may be given of released time, banking of credits, extending the normal work assignment over a 12-month period. Credit to be given for studio, labs, student teaching supervision, etc., should approximate common practice at Edgewood and other similar institutions or required state/national accreditation.
standards. The individual school/departments in consultation with the Academic Dean will formulate a well-defined description of a normal workload for their respective school/departments. Independent study would be remunerated within certain parameters.
MINI-GRANTS

Definition

A faculty mini-grant is an award of financial support by Edgewood College to a faculty member for a specific activity. Typical activities include: disciplinary conferences and presentations, workshops, research and special projects that cannot be funded solely by department or school funds. Course preparation and the purchase of books for courses will not be funded.

The professional development of the individual faculty member and the academic program development of Edgewood College are the two major objectives of the program of faculty mini-grants.

Eligibility

The following two categories of faculty will be eligible for mini-grants:

1. full-time faculty members
2. part-time faculty members who have had four semesters of service to the College

Award Amount

A full-time faculty member or an eligible part-time faculty member who teaches 9 credit hours or more within the semester of his/her application may apply for up to $1,000 per fiscal year. An eligible part-time faculty member who teaches less than 9 credit hours within the semester of his/her application may apply for up to $500 per fiscal year.

Subsequent applications may be considered if additional funding is available. Applicants are expected to seek funding from other sources when their expenses exceed the allowed maximum amount of mini-grant awards as well as departmental/school supplemental support, and when no additional mini-grant funds are available.

Procedures

1. Awards will be made four times over the academic year and funding will be equally allocated for each round of applications. The Chair of Faculty Development Committee
will issue an email reminder about grants by 09/01, 11/01, 12/15, and 03/01, including an announcement of the forthcoming application deadline.

2. The faculty member will complete and submit the application form online by 10/01, 12/01, 02/01 and 04/01. The application form is located in the Faculty Development Committee folder on My Edgewood as well as the Academic Dean’s folder. Hard copy submissions are welcome, and the applicant should submit the printout of the completed application form to Linda Wilder in the Academic Dean’s Office.

3. Other Guidelines:
   a. Typically awards made in a given fiscal year must be used within that same fiscal year.
   b. A written request is required to transfer an award to a different event is subject to approval.
   c. Applications should normally be submitted before an event takes place. Retroactive applications may be considered only when submitted in the current academic year and only when funding is available.
   d. When possible, applications should indicate the earliest date when funding needs to be secured.
   e. Awardees are encouraged to present their activities through such channels as departmental websites, brownbag meetings or faculty colloquium series.

4. Applications will be notified of the grant decisions within ten days after the Faculty Development Committee has reviewed the applications.

Criteria
Applications will be evaluated according to the following criteria:
   a. Scholarly merit and impact on professional development
   b. Relationship to the program needs of the Department/School and/or those of the College
   c. Length and quality of service
   d. Past grants given to the applicant within the current fiscal year
   e. Supplemental funds from the department/school or other sources
FACULTY SABBATICAL GRANTS

Definition:

The two major goals of the faculty sabbatical program are to provide professional development for the individual faculty member and to strengthen the academic priorities of the College. A sabbatical leave is defined as one semester at full contract salary or one full year at half contract salary for extended study, research, writing, and/or other creative activities. Insurance, retirement annuity, and salary increment will continue to accrue at the usual rates for the term of the sabbatical grant.

The sabbatical project will be evaluated on its potential for the professional development of the applicant related to his/her discipline that goes beyond the ordinary activities of an active full-time member, on its contributions to the discipline, and to the academic programs of the college.

Eligibility to Receive

1. Tenured faculty may apply for a sabbatical no earlier than during their 6th year of teaching at Edgewood College in order to be eligible for a sabbatical leave for the following year. Therefore, a sabbatical may be taken no more frequently than every seventh year.

2. Agreement of the applicant to resume service to the College for at least one year upon completion of the term of the sabbatical. In the event that the applicant chooses not to return to the College he/she shall reimburse the College the amount of the sabbatical salary.

Sabbatical Proposal Guidelines

The applicant must address all of the following in the sabbatical proposal:

1. Name, academic rank, program/school/department.

2. Year(s) and semester(s) for the sabbatical.

3. Year and semester of last sabbatical.

4. Purpose, goals and outcomes of the project.

5. Detailed description of the project.
College Governance, Guidelines and Procedures

6. Contributions of the sabbatical project to individual professional development, to the applicant’s discipline, and to the academic priorities programs of the college.

7. A detailed bibliography supporting the elements of the project.

8. Schedule of activities over the duration of the sabbatical (recognition exists that a schedule of activities may change once one begins their inquiry/creative work).

9. A plan by the applicant with recommendations for covering their responsibilities during the Sabbatical (e.g., teaching, advising, department/school committees).

10. A brief summary of the applicant’s record of high quality teaching and service to college and/or community.

The applicant’s School Dean and/or Department Chair must submit a letter that addresses how the needs of the school/department will be met in the candidate’s absence.

Criteria

The following criteria will be used in the review of sabbatical proposals:

1. Overall merit
   a. Clearly-stated goals and objectives of the scholarship/other work.
   b. Significance of anticipated outcomes.
   c. Proposed impact on faculty member/department/school/College.
   d. Project time and concentration equivalent in terms of time and “effort” of a full-time faculty load.
   e. Contributions of the sabbatical project to individual professional development, to the applicant’s discipline, and to the academic priorities programs of the college.
   f. Inclusion of all elements identified in the proposal guidelines.

2. Feasibility of proposed project.

3. An established record of quality teaching and service.

Efforts will be made to approve all strong proposals. If constraints are put on the number of sabbaticals because of funding and/or the impact of the number of sabbaticals on the functioning of departments, schools, or the college, the following will be taken into consideration and may be given priority:
College Governance, Guidelines and Procedures

1. Recentness of last sabbatical.
2. Strong proposals that were not granted in the previous year (proposals must be resubmitted).

Schedule of Procedures:

1. Issuance by the VPAA by May 1st of the criteria and schedule for applications for sabbatical grants.
2. Applicant submits letter of intent to apply to VPAA by May 15th.
3. Submission by the applicant to the VPAA of the completed sabbatical application by September 15th of the year previous to the proposed sabbatical.
4. Evaluation of the applicant and recommendation by the Academic Rank to the VPAA by October 15th.
5. Preliminary approval of recommendations by President by November 15th.
6. Final decision and notification in writing to the applicant by the VPAA within ten days after the Board approval of the budget.
7. Submission of a sabbatical report by recipient upon returning to the College (1-2 pages in length, and using the Sabbatical report guidelines below); or evidence of an oral presentation to the campus community within that academic year; or evidence of scholarship shared in a public forum (e.g., article for publication; art for exhibition; national or regional conference presentation, etc.) also within that academic year. This information should be submitted to the VPPA’s office.

Sabbatical Report

Within three months of returning to the College following a sabbatical leave, faculty should complete a report on accomplishments according to the following guidelines. The faculty member must submit a copy of the report to their Dean and or Chairperson (as appropriate) for review. Reports will then be forwarded to the VPAA’s Office in a timely fashion.

The Sabbatical report should be limited to one to two pages and should cover the following:

1. Name of faculty member
2. Program/School/College and Department
3. Duration of sabbatical and year/semester when sabbatical was taken

4. Brief summary of the original plan

5. Summary of sabbatical activities

6. Where pertinent, reason for departure from original plan

7. Contributions of the sabbatical to individual development, and/or benefits to the
Department/School/College

8. Appraisal of satisfaction or dissatisfaction with the sabbatical. (Were goals achieved, and
if not, why not?).

Review by Dean. Each report should include a signature line for the Dean, to indicate that they
have reviewed and endorsed the report. There should also be a section that allows the Dean to
comment on the report, should they wish.

Approved by the Faculty Association: April 24, 2006
Revised to reflect changed academic structure February 2008
Update approved by Faculty Association on October 29, 2014
Effective January 1, 2015
FACULTY DEVELOPMENT GRANTS

This grant program has two tracks. The **Instructional Development Grants** are intended to advance instructional excellence, and the **Scholarship Development Grants** are intended to support the scholarly life of the faculty.

**Instructional Development Grant**

INSTRUCTIONAL DEVELOPMENT GRANTS are intended to **advance instructional excellence**. Full and part-time faculty are invited to apply for funding to be dispersed after at least two full years of employment at the college. Funds may be used to promote curricular/pedagogical innovation, support continuing skills training, implement emerging disciplinary methodologies, create effective assessment tools, or to integrate classroom technology. Typically, funds are intended to be used to: purchase books/software, attend a class, or to receive course release time. They are not intended to subsidize new course development, new programs, new degrees, or conference expenses. The aim is to fund up to three or four projects per academic year, which may vary depending upon the nature of the requests. Typically, the maximum request will not exceed $3,100 or 3-4 credit hours of release time. Awards are more than mini-grants but less than sabbatical leaves, typically amounting to 3-4 credit hours, which cannot be an overload.

**Criteria**

1. The faculty members (full or part-time) will have taught at the College at least two years (4 semesters).
2. The project will be clearly related to advancing instructional excellence.
3. The project will be supported by the faculty member’s department chair and/or dean.
4. The project will be incorporated into the faculty member’s faculty evaluation and development plan approved by the Dean.
5. A follow-up report will be submitted to the Office of the VPAA.
Application Materials

1. Application letter, not to exceed 1,000 words, which includes the following:
   - Name, academic rank, program/school/department affiliation, statement affirming eligibility.
   - Statement of any previous funding received through this grant and outcomes of that support.
   - Description of proposed project, including timeline and expected outcomes, and budget accounting for all funds requested. Additionally, please include the following:
     i. a statement regarding how this work fits with the applicant’s goals for developing instructional excellence,
     ii. a description of how the project will enrich student learning, and
     iii. comments upon how the project enriches instructional excellence at the college.
     iv. identification of any other funds applied for or existing that support this work.

2. One statement of support, not to exceed 500 words, from the applicant’s supervisor. For applicants from the School of Arts and Sciences or the School of Integrative Studies, this letter should be submitted by the department chair and include a signature line for the dean to indicate that they have reviewed and approve the application. For all others, this letter should be submitted by the dean of the applicant’s professional school affiliation. The letter of support should include:
   - comment on the promise of the proposed project from the perspective of expertise in the discipline
   - comment on how the proposed project enriches the instructional excellence of the college, and
   - plan for covering applicant’s released responsibilities, in the case of application for released time.

Schedule

Updated by reflect changes in Faculty Association on 03/30/14; edited and approved by Faculty Association Spring 2017
College Governance, Guidelines and Procedures

1. Applications will be received and reviewed by the Faculty Development Committee twice each year; in September for projects beginning the following spring and in January for projects beginning in the summer or fall.

2. Timely notice of call for proposals will be posted twice each year, once in December and once in May, informing faculty of the availability of the grants and the details of the application process.

3. Awards will be made no later than October 15 and February 15 each year.

4. Funds awarded under this application process are to be used within the fiscal year designated in the award notice and are subject to the budgeting process as outlined in the award letter.

SCHOLARSHIP DEVELOPMENT GRANT

SCHOLARSHIP DEVELOPMENT GRANTS are intended to support the scholarly life of the faculty. Full-time tenured and tenure track faculty are invited to apply for funding to be disbursed after at least one full year of service to the college. Funds may be applied to a spectrum of resources that support the production of scholarly or creative works, including but not limited to: equipment, outside consulting, lab resources, performance and exhibition expenses, and course release time. The aim is to fund up to three or four projects per academic year, which may vary depending upon the nature of the requests. Typically, the maximum request will not exceed $3,100 or 3-4 credit hours of release time, which cannot be an overload

Criteria

1. Funding is available to full-time faculty who have served the college for at least one full year in a tenured or tenure track position. Those who have received funding from this grant in the last three years are not eligible.

2. Proposals should clearly identify anticipated scholarly products, performances, or artifacts.

3. The project must be supported substantively and administratively by the department chair (where applicable) and the dean of faculty member’s home school.
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4. In addition to advancing the applicant’s program of scholarship or creative work, the project must enrich the scholarly life of the Edgewood community. Projects do not have to be restricted to identified college-priorities, however, the applicant should be able to articulate how the project can enrich our shared work at Edgewood College.

5. A follow-up report will be submitted to the Office of the VPAA.

Application Materials

1. Application letter, not to exceed 1,000 words, which includes the following:
   - Names, academic rank, program/school/department affiliation, statement affirming eligibility.
   - Statement of any previous funding received through this grant and outcomes of that support.
   - Description of proposed project, including timeline, expected outcomes and budget accounting for all funds requested. Additionally, please include the following:
     i. a statement regarding how this work fits into the applicant’s scholarly profile,
     ii. a description of how the project advances the production of applicant’s scholarly work, and
     iii. comments upon how the project enriches the scholarly life of the college
     iv. identification of any other funds applied for or existing that support this work.

2. One statement of support, not to exceed 500 words, from the applicant’s supervisor. For applicants from the School of Arts and Sciences or the School of Integrative Studies, this letter should be submitted by the department chair and include a signature line for the dean to indicate that they have reviewed and approve the application. For all others, the letter should be submitted by the dean of the applicant’s professional school affiliation. The letter of support should include:
   - comment on the promise of the proposed project from the perspective of expertise in the discipline,
   - comment on how the proposed project enriches the scholarly life of the college,
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THE POLICY SECTION OF THIS HANDBOOK IS BEING REVIEWED BY HUMAN RESOURCES. IF YOU NEED INFORMATION PLEASE CONTACT THEM.

ALL BENEFIT INFORMATION WILL BE PROVIDED BY HUMAN RESOURCES AND WILL NOT BE IN THIS HANDBOOK.