CATAWBA COLLEGE

Faculty Handbook

2013-2014

Table of Contents

SECTION 1: COLLEGE ORGANIZATION, FACULTY AND FACULTY GOVERNANCE 8
1.1 THE MISSION STATEMENT OF CATAWBA COLLEGE 8
1.2 THE BOARD OF TRUSTEES OF CATAWBA COLLEGE 8
Article I: Power of Trustees 8
Article II: Membership of Board of Trustees 9
1.3 THE ADMINISTRATION OF THE COLLEGE 10
1.3a President of the College 10
1.3b Provost of the College 10
1.3c Associate Provost of the College 11
1.4 THE ACADEMIC STRUCTURE OF CATAWBA COLLEGE 11
1.4a Academic Deans 11
1.4b Department Chairs 12
Appointment, Evaluation and Compensation 13
1.4c Program Chairs 13
1.5 THE FACULTY OF CATAWBA COLLEGE 13
1.5a Faculty 13
(i) Faculty Status 13
(ii) Faculty Appointment 14
A. Categories 14
B. Standards 15
C. Tenure Standards 16
(iii) Faculty Hiring Practices 17
A. Full-Time Appointment Category 17
B. Part-Time Faculty Appointments. 18
C. Visiting Appointments. 19
(iv) Faculty Rank 19
(v) Retention Criteria for Faculty 21
(vi.) Faculty Evaluation 27
1.5b Librarians 27
(i) Librarian Appointments 27
(ii) Librarian Ranks 28

(iii) Retention Criteria for Librarians 28
(iv) Evaluation of Librarians 29
1.5c Administrators Awarded Faculty Rank 29
1.5d Endowed Professorships 30
1.5e Emeritus Status 30
1.6 FACULTY GOVERNANCE 31
1.6a Decision Making at Catawba College 31
1.6b Committee Membership Appointment 31
(i) Committee Chairs 32
(ii) Committee Meetings 32
(iii) Committee Policies and Procedures 32
(iv) Committee Reports 32
1.6c Standing Committees: Appointed Membership 32
(i) Academic Policies and Standards Committee 32
The IRB: Review of Research Activities Involving Human Subjects 33
(ii) Admissions Committee. 33
(iii) Academic Planning and Assessment Committee 33
(iv) Curriculum Committee 34
(v) General Education Assessment and Review Committee 34
(vi) Instructional Support Committee 34
1.6d Standing Committees: Elected Membership 35
(i) The Faculty Tenure and Promotion Committee 35
(ii) The Faculty Grievance Committee 35
(iii) The Faculty Hearing Committee 36
1.7 ADMINISTRATIVE COUNCILS 37
1.7a Faculty Athletic Council 37
1.8 THE FACULTY SENATE 37
1.8a Constitution of the Faculty Senate 38
(i) Purpose 38
(ii) Structure 38
A. Voting 38
B. Composition of the Senate 38

C. Terms 38
D. Elections 38
E. Officers 38
F. Committees 38
G. Meetings 39
H. Rules of Procedure 39
I. Amendments 39
J. By-Laws 39
1.8b Duties of the Executive Members 39
1.8c Standing Committees of the Faculty Senate 40
(i) The Faculty Senate Executive Committee 40
(ii) The Faculty Handbook Committee 40
1.9 MEETINGS OF THE FACULTY 40
SECTION 2: FACULTY TENURE AND PROMOTION POLICIES AND PROCEDURES 42
2.1 RETENTION CRITERIA 42
2.2 TENURE 43
2.2a Progress Toward Tenure Reviews 43
2.2b Tenure Review Procedures 44
(i) Tenure Practices 44
(ii) Tenure Recommendation Procedures. 44
(iii) The Tenure File 45
(iv) Pre-Decision Year Meeting. 46
(v) The Decision Year Procedures. 46
(vi) Appeal Mechanisms. 47
2.3 PROMOTION 47
2.3a Progress Toward Promotion-In-Rank 47
2.3b Promotion-In-Rank 48
(i) Promotion-In-Rank to Associate Professor or Professor 49
(ii) Promotion-In-Rank for Librarians 50
SECTION 3: ADDITIONAL FACULTY OBLIGATIONS AND DUTIES, PROFESSIONAL DEVELOPMENT, ENTITLEMENTS AND BENEFITS 52
3.1 FACULTY OBLIGATIONS: ACADEMIC PRACTICES 52

1 3.1a Academic Advising 52
2 (i) Freshman Advising 52
3 (ii) Major Advising 52
4 (iii) Class Advisors 52
5 3.1b Academic Year 52
6 (i) Summer School 52
7 (ii) J-Term 52
8 (iii) Distance Learning Policy 53
9 3.1c Catawba College Honor Code 54
10 3.1d Academic Policies 54
11 (i) Classroom Assignments 54
12 (ii) Attendance Guidelines 54
13 (iii) Syllabi 55
14 (iv) Final Exams 55
15 (v) Office Hours 56
16 (vi) Retention of Course Materials 56
17 (vii) Teaching Assignments 56
18 (viii) Class Schedule 56
19 (ix) Book Orders 56
20 (x) Faculty Absences 56
21 (xi) Teaching Load 57
22 (xii) Extra-Institutional Employment 58
23 3.2 PROFESSIONAL DEVELOPMENT 58
24 3.2a Externally Funded Grants and Contracts 58
25 3.2b Faculty Development, Enrichment and Renewal 59
26 (i) Professional Travel and Research Funds 59
27 (ii) Sabbatical Leave Program 60
28 (iii) Summer Grant Program 60
29 3.3 FACULTY ENTITLEMENTS 60
30 3.3a Leaves of Absence 61
31 (i) Family and Medical Leaves of Absence Entitlement 61
32 (ii) Military Family Leave of Absence Entitlement 62

1 3.3b Worker's Compensation 62
2 3.3c Unemployment Insurance 62
3 3.3d Tuition Provisions 62
4 (i) Tuition Waiver at Catawba 62
5 (ii) Tuition Exchange Program 64
6 3.3e Catawba College Early Retirement Program 64
7 3.3f Auditing of Courses by Retired Faculty and Staff 64
8 3.4 FACULTY BENEFITS 65
9 3.4a Salaries 65
10 3.4b Faculty Sick Leave 65
11 3.4c Disability 65
12 3.4d Hospitalization and Major Medical Coverage 66
13 3.4e Life Insurance Programs 66
14 3.4f Property and Professional Liability Insurance 67
15 3.4g Accidental death and Dismemberment Insurance 67
16 3.4h Retirement Programs 67
17 SECTION 4: SELECTED COLLEGE POLICIES 69
18 4.1 AMERICANS WITH DISABILITIES ACT 69
19 4.2 CLASSROOM ACCOMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES 69
20 4.3 COPYRIGHTED MATERIALS 70
21 4.3a Computer Software 70
22 4.3b Photocopying for Professional and/or Classroom Use 70
23 4.3c Videotape Materials 70
24 4.4 EMPLOYEE SUBSTANCE ABUSE POLICY 70
25 4.5 CONFIDENTIALITY OF STUDENT REDORDS ("FERPA") 70
26 4.6 HAZARDOUS WEATHER AND CAMPUS OPERATIONS 71
27 4.7 COLLEGE POLICY ON HIV INFECTION 71
28 4.8 CATAWBA COLLEGE INTELLECTUAL PROPERTY POLICY 71
29 4.8a What is copyrightable subject matter? 71
30 4.8b What is patentable subject matter? 72
31 4.9 OVERSIGHT OF COLLEGE WEB PAGES 72

4.10 PROFESSIONAL BOUNDARIES BETWEEN FACULTY/STAFF AND STUDENTS OF CATAWBA COLLEGE 72
4.11 CATAWBA COLLEGE SEXUAL HARASSMENT POLICY AND APPEALS PROCEDURES 74
4.12 TITLE IX GRIEVANCE PROCEDURES 78
4.13 STUDENT ACADEMIC GRIEVANCES 78
4.14 CATAWBA COLLEGE WHISTLEBLOWER POLICY 79
SECTION 5: SELECTED ACADEMIC SUPPORT SERVICES 80
5.1 SAFETY AND SECURITY 80
5.1a Emergencies 80
5.1b Catawba College's Emergency Response Plan 80
5.1c Threat Assessment Team 80
5.1d Catwatch 80
5.2 INFORMATION TECHNOLOGY 81
5.2a Scope and Mission of Information Technology 81
5.2b Structure of Information Technology 81
5.2c Technology-Enhanced Classrooms 81
5.2d Training and Instructional Support 82
5.2e Support for Faculty 82
5.2f Information Technology Policies 82
5.3 BUSINESS OFFICE 82
5.3a Purchasing Policies 82
5.3b Travel Funds: Advances and Reimbursements 83
5.4 CATAWBA CONFERENCES 83
5.5 THE COLLEGE COMMUNITY CENTER 84
5.5a Performance Events. 84
5.6 LIBRARY SERVICES 84
5.6a Faculty Use of Library Materials 84
5.6b Inter-Library Loans 84
5.6c Placing Materials on Reserve 84
5.6d faculty Participation in Collection development 84
5.7 THE OMWAKE-DEARBORN CHAPEL 85
5.8 PHYSICAL EDUCATION FACILITIES 85

5.8a Athletic Passes....85
5.9 STUDENT CENTER FACILITIES....85
5.9a The Bookstore....85
5.9b Post Office Services....85
5.10 FACILITIES....85
5.10a "Work-Orders": Repairs and Replacements....86
5.10b Remodeling....86
5.10c College Tools and Equipment....86
5.10d Housekeeping....86
5.10e Keys....86
5.10f Reserving College Vehicles....86

SECTION 1: COLLEGE ORGANIZATION, FACULTY AND FACULTY GOVERNANCE

1.1 THE MISSION STATEMENT OF CATAWBA COLLEGE

Catawba College was founded in Newton, North Carolina in 1851 by the German Reformed Church. The College—which is today affiliated with the United Church of Christ—moved to its present location in Salisbury in 1925. The College endeavors to attract students both nationally and internationally of good ability and character. A private, coeducational institution, Catawba offers the Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Education, Bachelor of Fine Arts, Bachelor of Business Administration, and Master of Education degrees to traditional and non-traditional students. The College also serves the public through educational outreach and volunteer service programs for the world community.

The Mission Statement

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

1.2 THE BOARD OF TRUSTEES OF CATAWBA COLLEGE

Article I: Power of Trustees

The Board of Trustees shall have and exercise the corporate powers prescribed by law. Its primary functions shall be policy making and the responsibility for sound resource management of the corporation (referred to in this as "College"). The Board of Trustees shall further determine the general, educational and financial policies, and shall have the power to carry out any other functions which are permitted by these by-laws or by the articles of incorporation, except as limited by law. These powers shall include but shall not be limited to the following:

1. Review and approve the College's purposes and the mission.
2. Review and approve changes in the educational programs of the College, consistent with its mission.
3. Elect the President, who shall be the Chief Executive Officer of the College, and remove the President for just cause as described in the President's employment contract.
4. Annually review and approve the contract and terms of employment of the President and any salary adjustments with regard to the President.
5. Authorize the President to confer all earned degrees as well as honorary degrees as recommended by the Board.
6. Review and approve procedures regarding appointment, promotion, tenure and dismissal of faculty members, and award tenure if recommendations are approved.
7. Review and oversee policies governing terms and conditions of employment, salaries and benefits for staff, faculty, administrators and other employees of the College, as well as faculty and other handbooks and materials, as appropriate in the Board's discretion.
8. Approve and oversee the budget of the College, and establish policy guidelines for the endowment, planned giving and for all investments and fund-raising campaigns.
9. Authorize the purchase, management and sale of all land, buildings or major equipment for use by the College.
10. Authorize the construction of new buildings and major renovations of existing buildings.
11. Authorize the incurring of debts by the College and securing thereof by mortgage and pledge of real and personal property, tangible and intangible.
12. Authorize changes in tuition and fees within the College.
13. Authorize officers or agents of the College to accept gifts or bequests on behalf of the College.

14. Oversee financial, compensation and audit information regarding the College.

Article II: Membership of Board of Trustees

Section 1. The Board shall consist of not less than 20 and not more than 40 Trustees, exclusive of *ex officio* and emeritus members. The number to serve at any particular time shall be as determined by the Board and its Governance Committee.

In electing Trustees, the Board will be sensitive to Catawba College's historical ties with the United Church of Christ and the accomplishments of the College's alumni, as well as the College's commitment to diversity and non-discrimination.

Section 2. Except as may be otherwise specified below, all Trustees shall be nominated by the Governance Committee and elected by majority vote of the Board. Any Board member may recommend individuals to the Governance Committee to be considered by the Governance Committee for nomination as Trustees.

Regular elections shall normally take place at the annual meeting (as defined below in Article VII, Section 1) of the Board.

New Trustees shall begin to serve immediately upon their election. A year of service on the Board begins immediately upon election.

Section 3. Any Trustee elected shall serve a four-year term and may succeed themselves for additional terms (should he or she be re-elected), up to a maximum of three consecutive terms.

Any Trustee who is elected to replace a Trustee who has left the Board partway through a term, shall serve the remainder of that term and may succeed themselves for additional terms (should he or she be re-elected), up to a maximum of three consecutive terms.

A Trustee who has served three consecutive terms shall not be eligible for re-election until one year after the expiration of his or her third term, except that this term limit may be waived upon a finding of exceptional circumstances and recommendation by the Governance Committee subject to Board approval by majority vote.

There will be four classes of trustees divided equally as feasible between the four classes. The Governance Committee will be given authority to adjust class sizes where necessary for even distribution between classes, subject to majority approval by the Board.

Section 4. The Governance Committee shall devise procedures for elections which will assure a continuity of membership in the Board.

Section 5. Any member of the Board may be removed from office, for cause, at any meeting of the Board by affirmative vote of two-thirds or more of the Trustees then in office either present at or connected to the meeting.

The procedure for removal of Trustees will be initiated by the Governance Committee which will review any concerns regarding any Trustee and shall if it finds it appropriate report such concerns to the Executive Committee. The Executive Committee will review the concerns raised about the Trustee in question and may schedule a meeting with that Trustee. The Executive Committee will forward any recommendation of removal for cause to the full Board. If the Trustee in question requests to address the full Board, he or she will be granted that privilege. The Board will then vote upon the recommendation of the Executive Committee.

Section 6. Any vacancy on the Board may be filled by the remaining Trustees through a special election at any regular meeting of the Board. In the event of the death, incapacity or resignation of a Trustee during his or her

term, the Governance Committee may nominate a replacement Trustee subject to majority vote approval by the Board of Trustees.

Section 7. The President during his or her term of office shall be considered an *ex officio* member of the Board without power to vote and shall not be counted as a member of the Board or of any Committee for the purposes of determining quorum or for determining the maximum number of Trustees allowed on the Board or on a Committee.

The Chair of the Catawba College Board of Visitors, Chair of the Alumni Board, President of the Chiefs Club, Chair of the Business Advisory Board, Chair of the Faculty Senate, Chair of the Staff Council, and President of the Student Government Association, during their respective terms of office, shall each be deemed representatives of their respective organizations to the Board and shall be invited to attend all open, non-executive sessions of the Board. The Chair and the President may each invite certain other representatives to attend Board meetings as observers.

1.3 THE ADMINISTRATION OF THE COLLEGE

The Table of Organization for Catawba College gives an outline of the administrative and academic structure of the College.

1.3a President of the College

The President of the College shall be the Chief Executive Officer of the College and the official adviser to and executive agent of the Board of Trustees and its Executive Committee. The President shall, as educational and administrative head of the College, exercise a general superintendence over all the affairs of the College and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities. Furthermore, the President shall have power, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board or its Executive Committee and, except as otherwise provided in these By-Laws, shall be *ex officio* member of the Board of all committees of the Board without power to vote.

1.3b Provost of the College

The Provost of the College reports directly to the President of the College. The Provost of the College serves as the chief operating officer of the College and is authorized to act for the President when the President is absent from campus. The Provost of the College is directly responsible for (1) all academic functions of the College and (2) all matters pertaining to the faculty, the curriculum, academic policies with related procedures and actions, and academic budgets. The Provost of the College also coordinates all academic functions of the institution with the areas of student life, athletics, facilities, and institutional finances. Specifically, the Provost of the College is responsible for the following:

- Recruitment, evaluation, and retention of qualified faculty;
- Faculty development initiatives;
- Coordination of general education, major, and minor programs of study;
- Collaboration with the Vice President for Finance to plan and monitor allocations and expenditures in academic departments and offices;
- Collaboration with the Senior Vice President for Development to coordinate fund raising efforts pertaining to academic resources;
- Oversight of instructional support services;

- Supervision of student academic support services, including the Registrar's Office, Academic Support Services, and the Corriher-Linn-Black Library;
- Service on the President's Cabinet.

1.3c Associate Provost of the College

The Associate Provost of the College reports directly to the Provost and provides support in the administration of the academic program of the College. Specifically, the Associate Provost is responsible for:

- Coordinating, with academic departments, course offerings for winter term and summer school;
- Overseeing and coordinating, with academic departments, international travel and scholarship opportunities;
- Editing the *Catawba College Catalog*;
- Overseeing the First Year Seminar Program and the Honors Program;
- Coordinating, with Admissions, faculty involvement in Admissions events, such as First Family Interviews, Preview Day, Open Houses, and other events;
- Working with students and faculty on academic issues;
- Overseeing New Faculty Orientation and faculty mentoring initiatives; and,
- Assisting with Reaccreditation and Strategic Planning.

1.4 THE ACADEMIC STRUCTURE OF CATAWBA COLLEGE

Programs of instruction of the College are structured under academic departments, and each department is supervised by a Department Chair. The *Catalog* presents the academic departments and the programs of instruction offered by the College. Selected interdisciplinary programs are coordinated by a Program Chair.

The College operates under a structure of Schools of the College. These Schools, and the departments within each, are:

- **The Goodman School of Education**, encompassing the Departments of Education and Physical Education;
- **The Hurley School of Arts and Sciences**, encompassing the Departments of English, Biology, Chemistry, History and Politics, Mathematics, Modern Foreign Languages, Psychology, Religion and Philosophy, and Sociology;
- **The Ketner School of Business**, encompassing the Departments of Business and Communications;
- **The Shuford School of Performing Arts**, encompassing the Departments of Music and Theatre; and
- **The School of Evening and Graduate Studies**.

1.4a Academic Deans

Academic Deans report to the Provost and serve at his/her pleasure. They are expected to model professionalism and academic leadership within the institution and to serve as positive representatives of the College to the external community. Though they lead specific academic units, they should generally understand and support the mission of the College as a whole, exemplifying genuine collegiality in exercising their governance and management responsibilities. Specifically, Academic Deans have the following duties:

- *Course Planning and Scheduling*.

    - Based on draft schedules provided by department chairs, coordinate course scheduling within the School and submit schedules for the School in a timely fashion to the Registrar each semester.
    - In consultation with the Registrar and Provost, cancel or add courses as needed after pre-registration periods.
- *Curriculum/Program Design, Development and Assessment*
    - *General Education*. Lead School faculty in designing general education requirements for the School and present those curricular requirements for approval to the Curriculum Committee. Working with department chairs, provide the SACS liaison assessment data in accord with her/his request.
    - *Majors*. In consultation with department chairs, design majors within the School and present curricular proposals to the Curriculum Committee.
    - *Concentrations/Minors*. Where appropriate, lead in the development of departmental curricular concentrations and minors.
- *Personnel Planning and Faculty Development*.
    - *Faculty Recruitment*. Upon approval of positions by the Provost, lead in recruiting faculty for the School.
    - *Performance Assessment*. In consultation with department chairs, review the performance of School faculty using procedures adopted by the faculty for such reviews and report findings to the Provost.
    - *Faculty Development*. Encourage participation by School faculty in teaching improvement opportunities, scholarly activities, public service, and opportunities to learn more about critical issues in higher education. Support and mentor faculty in making progress toward tenure and promotion goals.
- *Budget Planning and Management*.
    - Participate with the Provost in planning budgets for the departments within the School. Monitor expenditures to ensure that departments keep within the limits of their budgets.
- *Student Recruitment and Development*.
    - When appropriate, assist in recruiting students to the College. Design opportunities to recruit students within the College to the major programs within the School. Work with the Registrar in assigning academic advisors within the School and ensure that students receive effective academic advising, including assistance in selecting appropriate classes and counseling regarding post-graduate opportunities.

1.4b Department Chairs

The Department Chairperson is a full-time faculty member who serves as the chief administrative officer for departmental activities and the leader of and spokesperson for that department. The Chairperson is appointed by the Provost of the College. The Department Chairs are assigned the following responsibilities:

- *Course Scheduling*.
    - Department Chairs will prepare and submit to the Dean of the School teaching schedules for faculty assigned to the department and work with the Dean to ensure that appropriate course offerings are available to students.
- *Course and Program Planning*.
    - Department Chairs will initiate actions to add, modify, or delete courses offered by the department and present these initiatives to the Dean for approval before they are submitted to the Curriculum Committee.
- *Personnel Planning and Assessment*.
    - Department Chairs will review personnel needs annually and project personnel needs through a five-year personnel plan. Department Chairs will review Faculty Professional Activity Reports (FPARs), and other documents or processes to be utilized in the performance review

of faculty, and the Chair will submit a formative evaluation document to the Dean on each faculty member in the department.

- *Budgeting*.
  - Department Chairs will submit annual operating budget and capital equipment requests to the Dean and/or Provost as requested. Department Chairs will monitor department budgets to ensure compliance with budget limits.

Appointment, Evaluation and Compensation

Department chairs are appointed by the Provost for a three-year term of office, following consultation with department faculty, and reappointment is possible. An annual evaluation of the effectiveness of a department chair (coordinated by the Provost's Office) will be made by department faculty.

A department chair or Program Chair should not anticipate reassigned time nor contract extensions beyond the typical nine-month contract except in situations adjudged to entail (a) extraordinary oversight of physical facilities, (b) management of highly complex operations and/or (c) extensive summer work. Those who do not fall within these classifications will receive a standard stipend, the amount of which is subject to annual review.

1.4c Program Chairs

A program chair for interdisciplinary programs, such as the First Year Seminar and Honors programs, is a full-time faculty member who serves as the chief administrative officer for the program's activities and the leader of and spokesperson for that program. The Provost of the College appoints the program chair, who are assigned the following responsibilities:

- *Course Scheduling*.
  - Program chairs will work with deans and department chairs to develop teaching schedules for faculty.
- *Course and Program Planning*.
  - Program chairs will initiate actions to add, modify, or delete courses offered and present these initiatives to the Provost or Associate Provost for approval before they are submitted to the Curriculum Committee.
- *Personnel Planning and Assessment*.
  - Program chairs will review personnel needs annually and project personnel needs, as well as assess the outcomes of the courses and faculty for the past year's courses.
- *Budgeting*.
  - Program chairs will submit annual operating budget requests and capital equipment to the Provost or Associate Provost as requested, and will monitor department budgets to ensure compliance with budget limits.

1.5 THE FACULTY OF CATAWBA COLLEGE

1.5a Faculty

(i) Faculty Status

Persons whose primary responsibilities involve teaching are considered "faculty" (as are professional librarians).

(ii) Faculty Appointment

A. Categories

Catawba College recognizes the following categories for appointment with the College, with the appropriate category indicated clearly on each faculty contract:

(1) FULL-TIME: Tenured,
(2) FULL-TIME: Tenure-Track,
(3) FULL-TIME: Non-Tenure-Track,
(4) PART-TIME, or
(5) VISITING.

These appointment categories are described below, and the hiring practices followed in making these faculty appointments are given in section 1.5a(iii).

1. A **FULL-TIME** category will be accorded persons who carry a normal teaching load (at least 24 semester hours) or its equivalent in academic employment (e.g., service as professional librarian, director or designer of dramatic productions, director of a choir, band or orchestra, and resident scholar or artist) over the course of the academic year, allowing some flexibility (e.g., balancing an overload with compensatory reassigned time) for the benefit of the faculty member or the institution. Administrative, staff, and student services duties (e.g., coaching athletic teams, health service nursing, counseling, and serving as chaplain) shall not be counted as academic employment. These appointments fall in to the following subcategories:

- a **Tenured appointment.** Persons who have been awarded tenure by the Board of Trustees.
- a **Tenure-track appointment**. Persons eligible for tenure who have not yet been awarded tenure by the Board of Trustees.
- a **Non-Tenure-Track appointment**. Persons serving under this category will receive terminal contracts indicating the anticipated duration of their employment. No later than the fifth year of their full-time faculty service to the college, the Provost and relevant academic department(s) will determine whether the faculty member in question will enter the faculty tenure review process, subject to the requirements listed for tenure track positions.
- a **Full-Time Non-Tenure-Eligible (FTNTE) appointment**. Persons serving under this category are not eligible for continuous tenure but may receive annual contracts beyond the normal seven-year maximum for probationary status. These persons will be employed solely within the Evening Program. Complete details governing this category appear within section 1.5a(iii).

2. The **PART-TIME** category will be accorded persons the equivalent of less than 24 semester hours of teaching per year. These persons will receive contracts that indicate the duration of their employment.

3. The **VISITING** category will be accorded persons appointed by the administration, after consultation with the relevant academic departments, to teach special courses not in the current *Catalog*.

Appointments to FULL-TIME, PART-TIME and VISITING categories shall be made on the basis of actual teaching or other academic duties. The precise terms and conditions governing **PART-TIME** and **VISITING** appointments are stated in writing at the time of that appointment. These persons, at their option, may participate in faculty meetings (with voice but without vote) but are excluded from serving on faculty committees.

No part-time teaching shall be counted toward eligibility for tenure. Years of full-time teaching at Catawba in a non-tenure-track position may count toward eligibility for tenure if the faculty member is moved to a tenure-track position, provided those years come within the time span specified elsewhere within this paragraph. Years of full-time teaching need not be consecutive to be counted toward eligibility for tenure, although the total number of years from the first year of full-time teaching through the last year necessary for the faculty member to be considered for tenure shall not exceed twelve.

College employees whose appointments are normally for less than or other than full-time teaching or its equivalent in academic employment shall not have their continued employment jeopardized by their failure to qualify for tenure.

Once tenure is awarded, a faculty member does not forfeit that tenure by accepting administrative or staff positions. However, she/he is expected to maintain his professional academic activities in a significant way in order to retain tenure beyond a ten-year period after leaving full-time teaching. At the end of that ten-year period, the Faculty Tenure and Promotion Committee will evaluate his eligibility to retain faculty tenure for another ten-year period.

With the expiration of each ten-year period, the evaluation process will be repeated until the faculty member returns to full-time teaching, retires, or leaves the College.

Administrators who were tenured faculty members at other institutions before coming to the College shall be eligible immediately for tenure consideration upon moving from administrative to full-time faculty status at the College.

B. Standards

1. Consistent with the size, program, and financial resources of the College, an effort is made to employ such faculty as will enhance the richness and variety of the academic and human resources which the College offers it students.

2. The qualifications for all appointments are individually determined according to current and long-range institutional needs, as assessed by the administration of the College, with assistance from the department chairs and members of the department concerned, the faculty at large, and students.

3. Faculty staffing goals and needs are governed by a long-range staffing plan based on estimates of enrollment, budgets, and other variables, as determined and reviewed annually by the President and Provost, with assistance of department chairs, the faculty at large, students and trustees.

4. Catawba College is an equal opportunity employer; therefore, appointments are made without prejudice with respect to age, race, gender, religion, national origin, or sexual orientation.

5. In keeping with its size and financial resources, the College is committed to a policy of affirmative action in the hiring of persons against whom discriminatory action has made employment difficult.

6. In general, preference is given to those applicants possessing the best academic and professional credentials corresponding to the entry level determined for the appointment, who also satisfy the particular qualifications for the position as established by the above and succeeding criteria.

7. The College seeks to employ persons of good character who are in accord with its aims and programs.

8. The College seeks to employ persons with the strongest academic credentials, in most cases the earned doctorate, appropriate to the position being filled.

9. Ordinarily, only persons who exemplify a high probability of satisfying the criteria for permanent retention are appointed to full-time teaching positions. Appointees to positions known in advance to be of temporary duration are made aware of the temporary nature of their appointment. In so far as resources are available, the College assists appointees in their efforts to meet the criteria for permanent employment.

10. The College administration seeks the assessments of candidates by department chairs, faculty, and majors, the faculty at large, and representative students, and gives due regard to such assessments its decision on the candidates.

11. All appointees are expected to apprise themselves of the requirements, responsibilities, privileges, and benefits of a Catawba faculty member. For its part, the College accepts the responsibility of making such information available to new employees. Appointees to part-time teaching positions shall be subject to such responsibilities and privileges as shall be stated in writing at the time of their appointment. The precise terms and conditions of every appointment are stated in writing and placed in the possession of both the institution and the teacher before the appointment is consummated. A copy of the current Catawba College Faculty Handbook is provided and is regarded as the broader contract between the College and the teacher. Department chairs, moreover, are expected to assist their new faculty in orienting themselves to the campus.

C. Tenure Standards

1. After the expiration of a probationary period, as defined below, teachers shall have permanent or continuous tenure; their services shall be terminated only for adequate cause, except in the case of retirement for age, or under the extraordinary circumstances resulting from financial exigencies.

2. Beginning with the appointment to the rank of full-time instructor, or a higher rank, the usual probationary period of seven years shall begin. However, if an instructor, when called to Catawba College, has probationary service of three or more years in one other institution, his/her new appointment shall be for a probationary period of four years. The instructor's total probationary period in the academic profession may thus be extended beyond the normal maximum of seven years. Other reductions in probationary period below seven years, because of previous service, must be agreed to in writing at the time of appointment; but in no case shall the probationary period be less than four years. Scholarly leave of absence for one year or less will count as part of the probationary period as if it were prior service at another institution, unless the individual and the institution agree in writing to an exception for this provision at the time the leave is granted.

3. Notice shall be given at least one year prior to the expiration of the probationary period if the teacher is not to be granted tenure after the expiration of that period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions stated above with respect to the termination of services of teachers after the expiration of a probationary period shall apply from the date when the favorable decision is made.

4. Under appropriate conditions, part-time faculty service may be credited toward the award of tenure and tenure position may be held by faculty members who for family or other appropriate reasons cannot serve on a full-time basis. In such instances, probationary time requirements for tenure eligibility shall be prorated.

5. During the probationary period, a teacher shall have the academic freedom extended to tenured members of the faculty.

6. The criteria for retention, as stated above, apply also with respect to tenure.

7. Decisions on tenure shall be made by the Board of Trustees upon the recommendation of the President of the College, who considers recommendations of the Faculty Tenure Committee (a body constituted of tenured faculty members with its operations determined by the faculty),

consults with the Provost and the person's department chair, and utilizes the data provided by faculty evaluation.

8. Tenure policy is kept under review by the President of the College, in consultation with the Provost, Trustees, and the Faculty Tenure Committee.

(iii) Faculty Hiring Practices

As described in Section 1.5a(ii)A above, the College recognizes three appointment categories: Full-Time, Part-Time, and Visiting.

A. Full-Time Appointment Category

a. Full-Time Tenure Track Faculty Appointments. All persons hired under this category initially are accorded probationary tenure with the expectation the person will become a candidate for tenure. In compliance with existing statutes (e.g., Equal Opportunity legislation), the following procedure typically is followed for filling a Full-Time Tenure-Track position with the College:

1. An assessment of needs for a faculty position is determined by a department, and a request is presented by the department chair to the Provost who submits the request to the President.
2. Once permission to fill the position is granted by the President, a search for applicants is conducted based on publicly advertised notices of a position availability, e.g., *The Chronicle of Higher Education*, disciplinary outlets.
3. A search committee is formed (consisting of department faculty and at least one member from outside the department) to screen applicants and agree on a pool of qualified candidates.
4. The search committee recommends a small number of the most viable candidates to the Provost to be invited for a campus visitation.
5. Following the campus visitations, the search committee recommends to the Provost, through the department chair, the candidate to whom an offer is to be made.
6. The Provost secures approval from the President for salary and makes a verbal offer of a contract for appointment (or asks the department chair to do so).
7. If the verbal offer is accepted by the candidate, a formal, written contract is issued from the President's Office, which usually includes a deadline for receiving the signed contract from the candidate.

Consonant with traditional academic practices, all persons receiving a full-time, tenure-track academic appointment with the College, regardless of academic rank, enter into a probationary period of seven years with the institution (cf., the *1977 Document*, Section 4: Part A, Subsection 2), also known as Probationary Tenure. At the end of the probationary period the person must have been either awarded tenure status, or notified that employment with the College will be discontinued. This decision will be indicated to the person by December 15 of the sixth year of the probationary period, i.e., the tenure-decision year. If tenure status is awarded, this status will commence with the immediately following academic year and will be so indicated on the contract issued for that year. If tenure status is not to be awarded, a terminal contract will be issued the person for the seventh year.

At the time of a person's appointment, the College may acknowledge experiences at another institution by decreasing the probationary period with the College by up to three years (cf., the *1977 Document*, Section 4: Part A, Subsection 2). The tenure-decision year then is concomitantly adjusted. For example if a person were credited with three years toward the probationary period, a decision concerning tenure would be indicted during that person's third year with the College.

b. Full-Time Non-Tenure-Track Appointments. The procedures followed in securing a Full-Time Non-Tenure-Track faculty appointment may deviate from those outlined above owing to varied circumstances,

e.g., failure to secure a full-time tenure-track appointment following a formal search, immediate needs (adding extra sections of a course due to unexpected high enrollments), unforeseen changes in staff (an illness or departure of a regular full-time faculty member), or the unexpected opportunity to secure the services of a person with a unique talent or skill. The procedures to be followed in effecting such an appointment, however, have been outlined.

Persons appointed to serve under this category will receive terminal contracts indicating the anticipated duration of their employment. No later than the fifth year of their full-time faculty service to the College, the Provost and relevant academic department(s) will determine whether the faculty member in question will enter the faculty tenure review process, subject to the requirements listed for tenure track positions.

c. Full-Time Non-Tenure Eligible (**FTNTE**) **Faculty Appointments**. Notwithstanding any other provisions of the *Faculty Handbook* or of any other College policy, the faculty endorsed the practice of allowing the College to employ one or more full-time faculty members who are not eligible for continuous tenure but who may receive annual contracts beyond the normal seven-year maximum for probationary faculty. FTNTE faculty will be employed solely within the Evening program, subject to the following conditions:

- FTNTE faculty will be employed at the rank of Lecturer.
- FTNTE faculty will meet all requirements for academic preparation as required by the Criteria for Accreditation of the Southern Association of Colleges and Schools (SACS).
- Each position which may be filled by an FTNTE faculty member will be approved as an FTNTE position by the administration and appropriate department chair. FTNTE faculty will not constitute more than 5% of the full-time faculty. For each FTNTE position, the appropriate department chair, and the Provost will confer at least every two years to evaluate the future of the position in light of departmental and institutional needs.
- Employment contracts for FTNTE faculty may be renewed from year-to-year at the sole discretion of the administration, subject to the protections afforded in section 1.5a(v): 10 (except references to tenure), 11, 12 (except references to tenure), 16 (except references to tenure), 17, 18, 19, and 20.
- Recruitment procedures for FTNTE faculty will follow the guidelines for regular faculty, except that local rather than national advertising is permitted.
- FTNTE faculty are eligible for annual increases in compensation, based on the evaluation of their performances as employees. FTNTE faculty will be evaluated solely on their classroom teaching, availability to students, and reasonable cooperation with faculty and administration. They are not expected to serve on committees, pursue continuing scholarship, provide departmental leadership, or serve as academic advisers.
- The normal teaching load for FTNTE is 10 courses per year. The needs of the College will determine the scheduling of courses, but no FTNTE faculty member will be required to teach more than five courses in one semester.
- FTNTE faculty should not teach beyond the normal load unless extraordinary conditions require it. Extra teaching, when permitted, will be entirely voluntary and will be compensated at the prevailing rates for overload pay.
- FTNTE faculty will receive all normal benefits of full-time employees.
- FTNTE faculty will receive the same protections of their academic freedom (except for tenure) as do regular faculty.

B. Part-Time Faculty Appointments.

The procedures followed in securing a part-time faculty appointment likely deviate from those outlined above owing to varied circumstances, e.g., immediate needs (adding extra sections of a course due to unexpected high enrollments), unforeseen changes in staff (an illness or departure of a regular full-time faculty member), or the unexpected opportunity to secure the services of a person with a unique talent or skill.

Catawba College grants tenure only to full-time teaching faculty appointed to tenure-track positions. Therefore, a contractual agreement is valid only for the period of time noted in the contract with the understanding that there can be no expectation of re-employment or tenure eligibility coincident with a part-time appointment.

In short, the conditions governing the filling of a part-time position usually are based on immediate necessity. If the need for a part-time position arises, the Provost and/or department chair call upon all possible resources, both private and public, e.g., on-hand files of applicants, contacts with nearby institutions, qualified individuals in the community. Such part-time faculty then are selected according to the professional judgments of the Provost and the department chair about the person's qualifications and experiences.

a. Evening Program Appointments. Operating from the premises that (a) the Evening Program is part of the overall educational Mission of the College, and (b) the Dean of the School of Evening and Graduate Studies needs to make decisions about Evening Program scheduling and staffing under the same schedule as academic departments, the Faculty approved the following hiring procedure for the Evening Program:

1. In scheduling courses determined by the curriculum, the Dean of the School of Evening and Graduate Studies will contact the relevant department chair indicating teaching needs.
2. The department chair will consult with department members to determine the availability of existing faculty to meet the needs.
3. If the existing departmental faculty decline the opportunity, then the department chair and the Dean of the School of Evening and Graduate Studies will begin a search for adjunct faculty until a mutually-agreed upon candidate is chosen.
4. The Dean of the School of Evening and Graduate Studies then will recommend the candidate to the Provost who will conduct contract negotiations with the candidate.
5. To expedite this procedure, as candidates for adjunct faculty become available during the course of the year, such information will be forwarded to the relevant department chair.

Out of concern for the integrity of the course and/or major, the department chair is responsible for assuring proper course and syllabus content.

The precise terms and conditions governing Part-Time appointments are stated in writing at the time of that appointment. These persons, at their option, may participate in faculty meetings (with voice but without vote) but are excluded from serving on faculty committees.

C. Visiting Appointments.

An appointment under this category is discretionary by the administration and will be accorded to a person, after consulting the relevant academic department, to teach special courses not in the current *Catalog*.

The precise terms and conditions governing Visiting appointments are stated in writing at the time of that appointment. These persons, at their option, may participate in faculty meetings (with voice but without vote) but are excluded from serving on faculty committees.

(iv) Faculty Rank

All persons under faculty appointment with the College are accorded an academic rank consistent with the guidelines in the *Catawba College Policy and Procedure* Document: Instructor, Assistant Professor, Associate Professor or Professor (see section 1.5a(ii)B). Academic ranks accorded librarians appear in section 1.5b(ii). By faculty action, FTNTE appointments are at the rank of *Lecturer*.

1. Promotions in academic rank are based on standards specified as follows:

In accordance with their training and experience, members of the faculty shall be granted the academic rank of instructor, assistant professor, associate professor, or professor, according to the *Retention* criteria (section 1.5a(v), subsections 3 and 4) with special emphasis given as follows:

Instructor: An earned master's degree in the appropriate field of study, or at least the equivalent of a master's degree in an approved doctoral program.

Assistant Professor: An earned master's degree or the equivalent in the appropriate field of study plus the satisfactory completion of an additional year of study toward the next higher degree or mark of distinction in the field, and at least two years of successful teaching experience or the equivalent or the earned doctorate in the field of specialization.

Associate Professor: An appropriate terminal degree in the field of specialization, typically the earned doctorate, at least five years of professional experience, and at least five years at the Assistant level. Primary consideration will be given to demonstration of highly effective teaching by presenting a well thought out teaching philosophy (including a discussion of pedagogy development), evidence of the use of assessment of student learning outcomes and of teaching effectiveness to improve teaching, and a plan for long-range growth in teaching. Further, the candidate will have a well-articulated, long-term professional plan of continuing scholarship and currency in their chosen field.

Professor: An appropriate terminal degree in the field of specialization, typically the earned doctorate, at least 10 years of college-level teaching or professional work within the field, and at least five years experience at the Associate level. Additionally, candidates for this rank must demonstrate excellence in teaching (i.e., effective in conveying knowledge, stimulating learning, evaluating academic performance and advising students in academic matters). Beyond excellence in teaching, candidates must also demonstrate continuing success in fulfilling a well-articulated, long-term professional plan of continuing scholarship and currency in their chosen field. Such a plan may include, but is not limited to, substantive contribution to learned societies; research in their chosen field; professional artistic performances or presentations; research in pedagogy within their chosen field; or publications. While the Faculty Tenure and Promotion Committee will consider the availability of institutional support in its evaluation of a candidate's continuing scholarship, candidates must clearly understand that individual faculty members are responsible for initiating and promoting their own professional growth and development.

In rare instances, particularly in the case of an associate or full professor, qualifications as to education and/or professional experiences within an area of specialization may be presented that faculty peers judge to be the equivalent of the above standards. In such instances, the Board of Trustees of, upon recommendation of the President, following consultation with the Provost, should consider appointing the individual to the rank deemed appropriate.

2. Salary ranges are fixed in relation to respective academic ranks. The specific salaries offered individual teachers are determined annually or biennially in the context of performance and credentials evaluation, as well as the financial resources available to the College. Such raises reflect both broadly applied percentage patterns and individual differentiations based on evaluation. The evaluation criteria for determining salary increments are identical with the performance standards for faculty retention (see "Retention Standards", above).

3. Promotions and salaries are determined without prejudice with respect to age, race, gender, religion, national origin or sexual orientation.

4. The grounds for promotions and salary offers shall not violate the faculty member's academic freedom or punish him/her for exercising academic freedom, either in performance of her/his duties or outside the institution; they shall not violate his/her constitutional rights or punish her/him for exercising them; they

shall not be arbitrary or capricious; they will represent the express standards stated above and the deliberate exercise of professional judgment in the particular institutional circumstances.

5. Salary offers are subject to inquiry and negotiation by individual faculty members. If the faculty member, after consultation with the President of the College, feels that the salary decision was based on inadequate consideration, he/she may request a review of the decision by the Faculty Grievance Committee. Such a request will be handled according to the procedure for grievance cases (see Retention Criteria number 20, below).

(v) Retention Criteria for Faculty

1. Decisions on faculty retention are effected by the President and Provost of the College in keeping with the policies set forth in the following retention standards.

2. Reappointment procedure is defined in the By-Laws of the Board of Trustees, article II, section 1. Annual contracts governing salary, academic rank, and administrative or other non-teaching assignments are tendered to faculty members who are to be retained for the following year before March 15. The precise terms and conditions of the appointment are stated in writing and a copy of the document is supplied to the faculty member before the appointment is consummated. Faculty members are required to accept or decline their contracts within thirty days. Failure to do either is interpreted as a resignation by the faculty member. Commitments for summer employment are made by separate arrangement.

3. The academic and professional criteria for retention as a member of the Catawba faculty are contained in the following performance standards as set forth below and interpreted in the criteria for faculty evaluation.

    a. Academic preparation, as evidenced by degrees held, hours toward higher degrees, hours beyond the highest degree held, and preparation in one's specific teaching field. Candidates for tenure must hold an appropriate terminal degree in the field of specialization.

    b. Experience in teaching, as evidenced by the number of years and/or the number of courses taught.

    c. Performance in teaching, as evidenced by effectiveness in conveying knowledge, stimulating learning, advising students in academic matters, and evaluating academic performance.

    d. Continuing scholarship, as evidenced by publications, participation in learned societies, seminars, or workshops (membership, attendance at meetings, holding offices, chairing sessions, and reading papers), and current awards, grants, honors, etc.

    e. Competence in leadership, as evidenced by effective leadership of committees or sub-committees, leadership in departmental or College-wide initiatives, departmental organization and supervision (for chairs), etc.

    f. Participation and performance on faculty committees, as evidenced by faithful attendance and cooperative service on committees to which one is assigned and/or effective leadership in chairing committees.

    g. Reasonable cooperation with faculty and administration, as evidenced by participation in faculty meetings and conferences, compliance with regulations governing all faculty as set forth in the

Faculty Handbook, and a reasonable respect for professional ethics as applied to relations with one's colleagues.

h. Constructive participation in College life, as evidenced by effective academic advising, availability to students, advising and chaperoning student organizations, campus (but non-classroom) lectures, performances, consultations, etc., and leadership and participation in campus symposia, conferences, etc.

i. Constructive participation in community life, as evidenced by the sharing of professional expertise with community organizations (as speaker, counselor, etc.) or other activities that reflect upon the College's academic image.

4. The above criteria are applied to all faculty, but according to a principle of balance, giving due attention to the individuality of each faculty member and to the relative degree of importance assigned to each criterion (standards a-d, involving academic and/or classroom competency, are assigned highest priority). No teacher is expected to excel in all areas of evaluation, but all faculty are expected to be effective and stimulating teachers, to remain alert to new ideas and methods in their disciplines, and to make a positive contribution to the total life of the campus community.

5. Administrative decisions on retention are informed by the assessment of faculty performance provided by a College-wide program of faculty evaluation, involving department chairs, other faculty, and students.

6. Faculty members present evidence on their own behalf, which is given due regard in evaluations of their credentials and performance.

7. In addition to the above academic and professional criteria, all candidates for retention are subject to the following requirements:
   a. the completion within five years from the date of employment of all requirements pertaining to the rank of Assistant Professor at Catawba College.
   b. the fulfillment of all contract obligations agreed to in writing as a condition of employment.
   c. such physical and mental health as does not seriously impair the teacher's ability to perform the job and can be reasonably accommodated.

8. Decisions on retention are made without prejudice in respect to age, race, gender, religion, national origin, or sexual orientation.

9. In keeping with its financial resources, the College assists faculty in their efforts to meet retention criteria.

10. Faculty members are governed by the principles outlined in the statement of Academic Freedom and Tenure approved by the Association of American Colleges in 1940 and in the Standards of the Southern Association of Colleges and Schools. Non-renewal of contracts or dismissal of faculty shall not violate the faculty member's academic freedom, either in performance of his duties or outside the institution; they shall not violate his/her constitutional rights or punish him/her for exercising them; they shall not be arbitrary or capricious; they shall represent the deliberate exercise of professional judgment in the particular institutional circumstances.

11. Notice of non-reappointment of a non-tenured faculty member is given in writing in accordance with the following standards:
    a. Not later than March 1 of the first academic year of service if the appointment expires at the end of the year. Or at least three months in advance of termination if a one-year appointment expires during an academic year.

b. Not later than December 15 of the second academic year of service if the appointment expires at the end of that year. Or at least six months in advance of termination if an initial two-year appointment expires during an academic year.
c. At least twelve months before the expiration of an appointment after two or more years in the institution.
d. The College is not required to provide reasons, written or oral, for non-reappointment of non-tenured faculty. There is, however, consultation with said faculty members.

12. Termination of an appointment with continuous tenure, or of special or probationary appointment, before the end of the specified term, may be effected by the College only for adequate cause, except in the case of retirement for age or under extraordinary circumstances because of financial exigencies. Termination of a continuous appointment because of financial exigency shall be demonstrably bona fide. In dismissal proceedings, "adequate cause" is restricted to demonstrated incompetence or dishonesty in teaching or research, substantial and manifest neglect of duty, and personal conduct which substantially impairs the individual's fulfillment of his/her institutional responsibilities. The burden of proof in the latter instances rests upon the College.

13. Before terminating an appointment because of the abandonment of a program or 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 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.

14. Financial exigency will not be used as an excuse to eliminate from the faculty teachers who are incompetent or objectionable for other reasons, as an effort to avoid due-process guarantees.

15. Except in cases of financial exigency, decisions to reduce faculty in a department due to a decreased demand for courses shall be made only after such a pattern has been evident for more than a single academic year, and only after other measures to restore course enrollments have proved ineffective.

16. Termination "for adequate cause" of a tenured appointment, or the dismissal "for adequate cause" of a teacher prior to the expiration of a term of appointment, shall be made according to the "Statement of Procedural Standards in Faculty Dismissal Proceedings" of the Association of University Professors of 1958. That is, the principles of "Academic Due Process" will be followed. The Concept of "Academic Due Process" is similar to that afforded by due process in legal proceedings with the addition of those procedures characteristically academic, e.g., the participation of faculty members in such decisions. The following specific regulations shall govern dismissal cases.

a. The grounds for dismissal, i.e., termination of an appointment with continuous tenure, or of a special probationary appointment before the end of a specified term, are stated in specification 12 of Retention Standards (above).

b. Where termination of an appointment with continuous tenure, or of a non-tenured appointment before the end of the specified term, is based on bona fide financial exigency or discontinuance of a program or department of instruction, the regulations below (d through f) will not apply, but faculty members shall be able to have the issues reviewed by the Faculty Hearing Committee, with ultimate review of all controverted issues by the Board of Trustees. In every case of financial exigency or discontinuance of a program or department of instruction, the faculty member concerned will be given notice or severance salary not less

than as prescribed in regulation g (below). The provisions of specification 13 of Retention Standards (above) shall apply in such cases.

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. The decision to terminate will be reached only after there has been appropriate consultation and the faculty member or her/his representative has been informed of the basis of the proposed action, and has been afforded an opportunity to present his/her position and respond to evidence. If the faculty member so requests, the evidence will be reviewed by the Faculty Hearing Committee before a final decision is made by the Board of Trustees on the recommendation of the President of the College.

d. Dismissal of a faculty member with continuous tenure, or a special or probationary appointment before the end of the specified term, will be preceded by: (a) discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement; (b) lacking such settlement, informal inquiry by the Faculty Senate which may, failing to effect an adjustment, determine whether in its opinion dismissal proceeding should be undertaken, without its opinion being binding on the President of the College or the faculty member. Any member of the Faculty Senate who is a member of the Hearing Committee shall be disqualified from the informal inquiry.

e. A dismissal, as defined in specification 12 of Retention Standards, will be preceded by a statement of reasons, and the individual concerned will have the right to be heard initially by the elected Faculty Hearing Committee. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of two challenges without stated cause.

(1) Pending a final recommendation by the Faculty Hearing Committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by his/her continuance. Before suspending a faculty member, pending an ultimate determination of his status through the College's hearing procedures, the administration will consult with the Faculty Hearing Committee concerning the propriety, the length and the other conditions of the suspension. A suspension which is intended to be final is a dismissal, and will be treated as such. Salary will continue during the period of the suspension.

(2) The Faculty Hearing Committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to

(i) simplify the issues,

(ii) effect stipulations of facts,

(iii) provide for the exchange of documentary or other information, and

(iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective and expeditious.

(3) Service of notice of hearing with specific charges in writing will be made at least twenty 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 her/him or asserts that the charges do not support a finding of adequate cause, the Faculty Hearing Committee will evaluate all in the record.

(4) The Faculty Hearing Committee, in consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private.

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

(6) At the request of either party or the Faculty Hearing Committee, a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.

(7) 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, at the faculty member's request.

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

(9) The Faculty Hearing Committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

(10) The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Faculty Hearing Committee in securing witnesses and making available documentary and other evidence.

(11) The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Faculty Hearing Committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and if possible provide for interrogatories.

(12) In the hearing of charges of incompetence, the testimony may--at the request of either the faculty member or the President--include that of qualified faculty members from this or other institutions of higher education.

(13) The Faculty Hearing Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

(14) The findings of fact and the decision will be based solely on the hearing record.

(15) 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 will be avoided as far as possible until the proceedings have been completed, including consideration by the Board of Trustees of the College. 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.

(16) If the Faculty Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Faculty Hearing Committee and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the Faculty Hearing Committee concludes that adequate cause for a dismissal has been established, but that an academic penalty other than dismissal would be appropriate, it will so recommend with supporting reasons.

a. If dismissal or other severe sanction 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 provide opportunity for argument, oral or written or both, by the principals involved at the hearing or by their representatives. The decision of the Faculty Hearing Committee will either be sustained, or the proceedings 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.

b. If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty has tenure. This provision for terminal notice or

salary need not apply in the event that there has been a finding that conduct which justified dismissal involve moral turpitude or continued and demonstrable violation of contractual obligations. On the recommendation of the Faculty Hearing Committee or 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.

17. If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined under Retention Standard 16, d through f (above) shall govern such a proceeding.

18. If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it shall notify the faculty member of the basis of the proposed sanction and provide her/him with an opportunity to persuade the administration that the proposed sanction should not be imposed. A faculty member who believes that a major sanction has been unjustly imposed, may, pursuant to the regulations governing grievance procedure, petition the Faculty Grievance Committee for such action as may be appropriate.

19. If a faculty member on probationary or other nontenured appointment alleges that a decision not to reappoint was based significantly on considerations which violate (1) academic freedom or (2) governing policies on making appointments without prejudice with respect to age, race, gender, religion, national origin, or sexual orientation, he/she shall have the opportunity to have his allegation considered by the Faculty Grievance Committee. In such cases the burden of proof rests upon the faculty member making the allegation and his/her written allegation must be accompanied by a waiver of his right to privacy of data relating to the case. The Faculty Grievance Committee will attempt to settle the matter by informal methods. If this fails, the Faculty Grievance Committee will determine whether the case will be referred to the Faculty Hearing Committee. If the Faculty Grievance Committee decides against referring the case to the Faculty Hearing Committee, the faculty member has no further appeal through College channels. If the case is referred by the Faculty Grievance Committee to the Faculty Hearing Committee, the latter committee will determine whether a *prima facie* case has been established. If so, it will be incumbent upon the administration to come forward with evidence in rebuttal. The burden of proof will continue to rest upon the faculty member. If the rebuttal is deemed adequate, the faculty member has no further appeal through College channels. If the rebuttal is deemed inadequate, the committee may make particular recommendations to the administration or refer the case to the Board of Trustees for final decision. The President and the faculty member will be notified in writing of the committee's decision and will be given a copy of the record of the hearing.

20. If any faculty member feels that he/she has cause for grievance in any matter not covered by the procedures described in the foregoing regulations, she/he may petition the Faculty Grievance 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 and faculty body, and the petitioner will, at this request, be provided an opportunity to present his/her case to them.

21. Retirement for age shall be solely at the option of the faculty member.

(vi.) Faculty Evaluation

College policy directs that faculty performance be evaluated annually, to include a College-wide program of student evaluation of courses, for purposes of (a) Retention (b) Promotions; and (c) determining salary increments. The faculty approved a policy of mandatory evaluation of courses by students each semester, and this policy was reaffirmed within the context of the annual evaluation of faculty performance.

In brief, faculty evaluation procedures must be guided by four boundary conditions. First, the Retention Criteria serve as the criteria used for evaluations, promotions and salary determinations. Two of these criteria (more appropriately termed "dimensions" in this evaluation context) pertain to "experience" and "credentials" and do not bear directly on an annual evaluation of faculty performance. Another dimension centers on the administrative effectiveness of department chairs which also can be removed as a consideration. Thus, six dimensions are salient for evaluation: *Performance in Teaching*, *Continuing Scholarship*, *General Cooperation with Faculty and Administration*, *Participation in College Life*, *Participation and Performance on Faculty Committees*, and *Participation in Community Life*.

Second, these dimensions are not to be given equal weight in evaluations: The first four are to be accorded more importance (see section 1.5a(v): item 4, above). Other than this general directive, relative weight assignments are not specified. Third, other faculty responsibilities appear in the *Faculty Handbook* and must be evaluated.

Fourth, The Department Chair is the person responsible for providing an evaluation of each faculty member within that unit (see Section 1.4a) along three dimensions: Performance in Teaching, Continuing Scholarship, and Institutional Service. The Department Chair must provide a supportive narrative to accompany the evaluative rating given to each dimension. The current *Faculty Evaluation Form* is used for this purpose.

The procedures under which faculty evaluations currently operate, including the students' evaluations of courses, appear in full on the College website; from the site index:
HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Faculty and Course Evaluation Procedures.

1.5b Librarians

(i) Librarian Appointments

a. Librarians at Catawba will be issued 12-month contracts that follow the fiscal year, June 1 to May 31.
b. Librarians will be fully functional members of the Catawba faculty and as such will have the responsibilities and benefits as spelled out in the *Faculty Handbook*, unless noted in the following sections.
c. Librarians will be scheduled to work a 35-hr week. This includes rotation on the reference desk evenings and weekends; therefore, compensatory time will be given for those hours, i.e., when a librarian works on Sunday, then that librarian is given a day off at another time.
d. Vacation: Librarians are entitled to 24 days vacation per year. This is based on the fiscal year, June 1 to May 31. Vacations are deemed to be currently earned and are not to accumulate beyond a year, i.e., vacation days carried over into the next year must be used during that year or they will be lost. Any unused vacation days will be compensated for upon termination of employment.
e. HOLIDAYS: LIBRARIANS OBSERVE THE SAME HOLIDAYS AS THE STAFF, WITH THE FOLLOWING ADDITIONS: SPRING BREAK, FALL BREAK AND WINTER BREAK. Winter break is defined as beginning the week after the final exam and ending the week of registration for new and returning students.

f. Sick Leave: Librarians are given two weeks of paid sick leave during the first year of appointment. Thereafter, one additional week is given for each year of service to a maximum of eight weeks cumulative for illness only.

(ii) Librarian Ranks

In accordance with their training and experience, librarian members of the faculty shall be granted the academic rank of assistant librarian, associate librarian, or librarian, according to the following standards, which parallel the teaching rank of professor:

Assistant Librarian: A Master's degree in library and information science from an institution accredited by the American Library Association, and up to 5 years comparable professional experience, preferably at an academic institution.

Associate Librarian: A Master's degree in library and information science from an institution accredited by the American Library Association, and at least 5 years comparable professional experience, preferably at an academic institution.

Librarian: A Master's degree in library and information science from an institution accredited by the American Library Association as well as a second Master's degree or a Ph.D., and at least 10 years comparable professional experience, preferably at an academic institution. A librarian holding a Ph.D. may also be appointed at this rank.

(iii) Retention Criteria for Librarians

The academic and professional criteria for retention as a member of the Catawba faculty as a librarian are contained in the following performance standards as set forth below and interpreted in the criteria for faculty evaluation.

a. Academic preparation, as evidenced by holding a Master's degree in library and information science from an institution accredited by the American Library Association. This degree is considered not only a terminal degree, but also the appropriate degree for academic librarians and is endorsed by the American Library Association, the Association for College and University Librarians, and the Southern Association for Colleges and Schools.

b. Experience in librarianship, as evidenced by the number of years as a professional librarian.

c. Performance in librarianship, as evidenced by effectiveness in carrying out the assigned duties and/or duties of the position to which appointed. These may include, but are not limited to:
   i. Competent performance of public service, reference service, and/or technical service duties and responsibilities;
   ii. Demonstrated understanding of bibliographic organization and control;
   iii. Effective involvement in collection development activities;
   iv. Effective performance of individualized and/or group interaction;
   v. Effective teaching of classes;
   vi. Responsibility for the effective management, administration, coordination and/or supervision of staff services and/or programs.

d. Continuing scholarship, as evidenced by publications, participation in learned societies, seminars, or workshops (membership, attendance at meetings, holding offices, chairing sessions, and reading papers), and current awards, grants, honors, etc.

e. Participation and performance on faculty committees, as evidenced by faithful attendance and cooperative service on committees to which one is assigned and/or effective leadership in chairing committees.

f. Reasonable cooperation with faculty and administration, as evidenced by participation in faculty meetings and conferences, compliance with regulations governing all faculty as set forth in the *Faculty Handbook*, and a reasonable respect for professional ethics as applied to relations with one's colleagues.

g. Constructive participation in College life, as evidenced by availability to students, advising and chaperoning student organizations, campus lectures, performances, consultations, etc., and leadership and participation in campus symposia, conferences, etc.

h. Constructive participation in community life, as evidenced by the sharing of professional expertise with community organizations (as speaker, counselor, etc.) or other activities that reflect upon the College's academic image.

(iv) Evaluation of Librarians

Librarians will be evaluated along the following dimensions:

Librarianship (See: Retention Criteria) 50%
Director's evaluation 20%
Self-evaluation (from FPAR) ... 20%
Peer evaluation 10%
Professional Growth (See: Retention Criteria) 25%
Institutional Service (See: Retention Criteria) 25%

1.5c Administrators Awarded Faculty Rank

In addition to full- and part-time faculty (as defined above), the President of the College, in consultation with the Provost and the appropriate department chair and School Dean, may confer faculty status on administrative or staff appointments when the person meets the criteria for an academic rank as so defined. Normally the contract of administrators and staff members who hold faculty status reflects that status with the appropriate faculty-rank designation. This faculty rank also will appear in the *Catalog*.

Administrators who hold such faculty status are not considered tenure-track faculty. Administrators who began their service with the College as faculty members but moved into primarily administrative positions may retain tenured status by meeting the provisions for doing so as given in the Faculty Tenure and Promotion Committee guidelines (see section 2.2b and section 1.5b(iv)).

The Faculty Senate added clarifications to the responsibilities of administrators who have been accorded faculty status. These persons may:

- assume teaching responsibilities when invited to do so by the appropriate department,
- participate fully in official faculty meetings,
- serve on all appointive faculty committees (but not the Grievance, Hearing and Tenure Committees), and
- be elected to serve on the Faculty Senate as an at-large representative.

Representation from the ranked positions on the Faculty Senate will be limited to those who hold faculty contracts.

1.5d Endowed Professorships

Endowed positions allow the College to recognize outstanding members of the faculty, to attract excellent new faculty, and to enhance the funds available for faculty compensation. Constituents have supported the academic program of the College in the past by establishing specially-funded or endowed professorships to recognize outstanding faculty.

Named Professorships: These chairs are not independently funded, but they may be awarded to honor the achievements and contributions of deserving faculty.

- Alpha K. Kline Professor of Bible
- The Annie Warlick Shuford Rankin Professorship of Fine Arts
- George B. Russell Professorship of English/English Literature
- Loton A. Corriher Professorship of Psychology

Funded Professorships:

- *Bashore Distinguished Professorship in Environmental Science*.
- *Leona Fleming Herman Endowed Professorship of English*.
- *Jefferson-Pilot Professorships*. TWO (2) separate endowed professorships are available for awarding.
- *Clifford A. and Lillian C. Peeler Endowed Professorship of Education*.
- *Elias A. and Rose B. Saleeby Endowed Professorship for the School of Business*.
- *The Swink Professorship for Excellence in Teaching*. The criteria and procedures for awarding this professorship are under the auspices of the Faculty Senate.
- *The Weaver Endowed Chair of Humanities*.

For the procedures for the Creation and Administration of Endowed Professorships see Links\EndowedProcedure.pdf.

1.5e Emeritus Status

Upon retirement from Catawba College, tenured faculty members will be recommended by the Provost to the Board of Trustees for faculty *emeritus* status at the highest academic rank held during her or his tenure of service.

Specific faculty *emeritus* benefits include (a) being listed as *emeritus* faculty in the *Catalog*; (b) having library privileges; (c) attending faculty meetings, without vote; (d) attending symposia, colloquia, fine arts events, and athletics events on the same basis as active faculty; (e) participating in Open Houses and similar recruiting events; (f) marching in formal convocations; (g) attending annual retirement dinners; (h) receiving campus newsletters; and (i) having free campus parking privileges.

Additional faculty *emeritus* benefits, subject to availability as determined by the Provost include (a) using research facilities, (b) having computer privileges, (c) attending computer workshops, (d) receiving office space, and (e) accessing assistance from staff.

1.6 FACULTY GOVERNANCE

1.6a Decision Making at Catawba College

Faculty are responsible for maintaining the integrity of the curriculum offered by the College; the faculty must ensure that the curriculum is consistent with the mission and goals of the College. In addition, faculty determine the requirements for degrees offered by the College.

There are three types of action for issues brought before the faculty: faculty vote, faculty recommendation, and faculty information.

Issues requiring faculty vote include but are not limited to:

a) Curriculum matters including those brought from the Curriculum Committee
b) Academic policy including those brought from the Academic Policy and Standards Committee
c) Awarding/Revoking First Family Scholarships

Issues in which faculty make recommendations to the Administration include but are not limited to:

a) Expanding/dropping academic programs such as departments
b) Policies of admission and financial aid
c) Development efforts
d) Senior administrative appointments
e) Student life policies
f) Physical plant plans

Issues in which faculty are informed of action include but are not limited to:

a) Policies of admission and financial aid
b) Institutional budgets
c) Senior administrative appointments
d) Student life policies

1.6b Committee Membership Appointment

All full-time faculty will serve on one standing committee or render alternate service to the College as approved by the Faculty Senate Executive Committee and the Provost each academic year as part of their contractual obligation to the College. Full-time non-tenure track faculty whose primary teaching load is during the day will also be required to serve on one standing committee each academic year. Full-time non-tenure track faculty whose primary teaching load is during the evening can petition the Faculty Senate to serve on one standing committee if they so choose. Serving on a standing committee is completely optional for these faculty and not serving should not be counted against them.

Individual faculty members will indicate their committee preferences to the Faculty Senate Executive Committee in late spring. Faculty elected to the Faculty Tenure and Promotion Committee are exempt from service on standing committees. Faculty members with excessive College professional obligations may appeal to the Faculty Senate Executive Committee and the Provost in late spring for a committee deferment for the next year. Faculty should talk with the Faculty Senate Chair for information about this appeal.

A rotation cycle is used for committee service as determined by the Faculty. A six-year rotation cycle of five years serving on committees followed by one year off committees is being followed based on seniority. When the call for standing committee assignment preferences is distributed, tenured faculty eligible for rotating off will be notified by the Faculty Senate Chair. Tenured faculty members are given the option of not rotating off of committee service. This will be indicated by filling out and returning the preference form. If no form is returned, then it will be assumed that the tenured faculty member is off of committee service the next

academic year. A policy of "use it, or lose it" will be followed. Junior non-tenured faculty, however, are required to rotate off when it is their turn.

Note: Service on *ad hoc* committees and/or administrative councils is considered extraordinary, and memberships are determined independent of this protocol.

The Standing Committees report recommendations directly to the full faculty except in personnel matters relating to hiring, promotion, and tenure in which case the Committee reports directly to the Provost.

(i) Committee Chairs

Chairs are appointed by the Provost upon recommendation of the Faculty Senate Executive Committee. Faculty committees are chaired by a full-time faculty member who shall vote only in the case of a tie. It is recommended that the committee chair will have served at least one year on that committee prior to becoming chair. See Faculty Senate Chair with questions.

(ii) Committee Meetings

Except in extraordinary circumstances, committee members should be notified of meetings AT LEAST **THREE** DAYS IN ADVANCE. The committee Chair has the responsibility to announce the committee meeting as an e-mail or on the campus calendar and should make every attempt to avoid scheduling conflicts.

(iii) Committee Policies and Procedures

Committees are governed by specific policies and procedures. The Senate may assign other specific issues to these committees for their review and recommendations.

(iv) Committee Reports

Annual committee reports, with the exception of Admissions, will be presented during the final faculty meeting of the academic year. The Admissions Committee will make its final annual report at the first faculty meeting of the following academic year. Short-term, *ad hoc* committees will report at the first faculty meeting after the task for which that committee was established is completed.

1.6c Standing Committees: Appointed Membership

(i) Academic Policies and Standards Committee

On behalf of the faculty, this Committee initially reviews proposed additions, deletions, or revisions of basic educational policies and makes recommendations to the full faculty regarding such proposals. These areas of educational policy include, but are not limited to:

A. academic suspension/probation standards;
B. graduation/degree requirements; and
C. research involving human subjects (the IRB).

Once faculty have approved such policies, appropriate administrative staff will administer the policies, and the Academic Policies and Standards Committee will serve as an appeals committee, approving or rejecting any requests for waivers of the policies by students, faculty, or administrative staff.

The IRB: Review of Research Activities Involving Human Subjects

The faculty approved the establishment an Institutional Review Board (IRB), operating under the aegis of the Academic Policies and Standards Committee, with the purpose of regulating the use of human subjects in research activities in order to ensure that (1) persons supervising these activities are made aware of, and in compliance with, professional standards concerning the treatment of human subjects, and (2) those who serve as subjects are being treated fairly, ethically and responsibly. The presence of this IRB does not imply that questionable research activities occur or even are expected; rather, IRB procedures acknowledge that our ethical commitment to human participants indeed is exercised.

A **research activity** refers to any undertaking that involves the collection of data (by active or passive means) from human participants. A research activity that is within the scope of IRB approval mechanisms specifically includes:

1. Research activities conducted by a faculty member, undergraduate student or graduate student using students, other faculty, special populations, and/or members of the College and non-College community.
2. Research activities conducted by students and/or faculty that contribute to a student's grade, e.g., class projects, surveys, experiments, questionnaires, interviews of sources who will be named or described.
3. Surveys and questionnaires (including self-disclosure instruments, e.g., opinion surveys about current events, personality tests, questionnaires about social, personal behavior) used by faculty for purposes of classroom demonstrations which involve students in the class as subjects.

A research activity that is outside the scope of the IRB includes:

1. Research with animal subjects;
2. Student evaluations of courses;
3. Typical educational practices to the extent that individual subjects are not identifiable or their participation is voluntary, certain educational practices need not be reviewed, e.g.,
    - research activities comparing different course pedagogies or structures,
    - unobtrusive classroom observations made by students,
    - research/data gathering in the context of off-campus placements (provided those organizations are subject to their specific policy guidelines), and
    - interviews by the press, providing the respondent has an option to decline.
4. Research conducted by administrative units or student groups that does not impose a participation requirement, e.g., freshman CIRPs, instruments used for course placements.

The full set of guidelines and IRB procedures appears on the Catawba Website: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\IRB Policies and Procedures.

(ii) Admissions Committee.

The areas of responsibility for this Committee include, but are not limited to:

A. the review of marginal candidates for admission; and
B. making strategy recommendations to the Office of Admissions.

(iii) Academic Planning and Assessment Committee

This Committee (1) recommends planning and assessment procedures to the faculty particularly with respect to SACS accreditation and (2) works with the Provost and the Deans to implement such procedures. The Committee has specific responsibility to facilitate the assessment of the effectiveness of academic

programs; and the general responsibility to oversee the development of long-range plans for academic programs and academic support services.

(iv) Curriculum Committee

Faculty are responsible for maintaining the integrity of the curriculum offered by the College; the faculty must ensure that the curriculum is consistent with the mission and goals of the College. In addition, faculty determine the requirements for degrees offered by the College. This Committee is instrumental in enabling the faculty to perform these governance functions. Toward that end, Committee responsibilities include, but are not limited to:

A. reviews proposals for new undergraduate courses and the revision or deletion of undergraduate courses and makes recommendations to the faculty on these matters; and
B. reviews proposals for new General Education requirements and the revision or deletion of General Education requirements as well as student-learning goals for General Education requirement courses and makes recommendations to the faculty on these matters.

(v) General Education Assessment and Review Committee

This committee focuses on the assessment of the General Education Program as a whole. Toward this end, the Committee

A. reviews and evaluates the General Education and non-Western sections of each academic departments' annual Learning Enhancement Assessment Plan (LEAP);
B. responds to, and comments upon, the information provided in the sections of the LEAP noted in (A);
C. evaluates the effectiveness of the General Education program at Catawba College based on each department's LEAP; and
D. reports data on General Education assessment to the Catawba College liaison to the Southeastern Association of Colleges and Schools (SACS).

(vi) Instructional Support Committee

The Southern Association of Colleges and Schools (SACS) requires that the College enhance its technological and library support services to improve instruction, develop basic competencies, and keep the information systems stable and current. Instructional issues are primarily the responsibility of the faculty and greatly impact faculty instructional effectiveness, so the faculty must play a shared role in determining and administering these support services. This role includes issues related to academic computing and library support insofar as they impact classroom instruction.

To fulfill these responsibilities, the Instructional Support Committee will address the general instructional needs of faculty, staff and students as well as perform the following functions, with the help of the Academic Computing Specialist, the Computer Network Administrator, and library representatives. Toward this end, the Committee will

A. help assess instructional technology needs;
B. help infuse instructional technology into the curricula;
C. participate in decision-making regarding the allocation of computing resources;
D. work with the library staff to enhance instructional support, holdings and related services;
E. work with faculty to promote appropriate instructional methods;
F. faculty development programs;
G. the Faculty Sabbatical Leave program; and
H. the Summer Grant program.

1.6d Standing Committees: Elected Membership

Membership on elected committees is determined by faculty vote. The order of the faculty vote for the three elected committees will be (1) Tenure and Promotion, (2) Hearing, and (3) Grievance. The Senate Chair will preside over the elections at the last faculty meeting of the academic year.

(i) The Faculty Tenure and Promotion Committee

As directed by the *Catawba College Policy and Procedure* Document, the Faculty Tenure and Promotion Committee (FTPC) shall consist of five (5) members who are tenured, full professors, each elected for a five-year term. The terms will be staggered with one member's term on the Committee expiring each year. The duties of the FTPC, whose operations are determined by the faculty, are outlined below.

A. The FTPC oversees the process of and retention criteria for

- tenure and promotion recommendations, and
- evaluation of faculty

B. The FTPC reviews materials submitted by faculty members to make recommendations to the Provost about

- progress toward tenure,
- tenure decisions,
- progress toward promotion-in-rank, and
- promotion-in-rank.

(ii) The Faculty Grievance Committee

The Faculty Grievance Committee:

(a) considers petitions of grievance by faculty members and

(b) in cases where a probationary faculty member alleges violations of academic freedom and/or civil rights, the Committee determines the validity of the allegation and recommends whether the case should be forwarded to the Faculty Hearing Committee. The main purpose of the Faculty Grievance Committee is investigative and conciliatory.

The Committee shall consist of five (5) members, each elected for a five-year term. The terms will be staggered with one member's term on the Committee expiring each year. The Committee will elect a chairperson for each case from current members in the event of a grievance.

Faculty Grievance Committee Procedures

A. A faculty member who has a grievance should first go through a series of informal meetings to try to resolve the grievance. The first step for a faculty member is to talk with his/her department chair about the grievance. If the issue still exists after that informal meeting, the faculty member should schedule a meeting with the Academic Dean of the appropriate school. If that informal meeting proves unsatisfactory for the faculty member then the next stage is to schedule a meeting with the Provost. After exhausting all these possible administrative remedies, a grievant may request that the Faculty Grievance Committee consider his/her complaint. Note: If the grievance is against any of the above administrators, then the faculty member should omit the step that involves that administrator and move directly to the next. If the grievance is against the Provost, then the faculty member should discuss the issue with the President.

B. The request for hearing provided to the Provost must include a written statement of her/his grievance and the relief requested by the grievant.

C. The Provost will then forward the request to Chairperson of the Committee. The Chairperson of the Committee will call a meeting of the Committee within ten (10) working days of the request. Furthermore, the chairperson will request a written statement from the respondent in the matter.

D. The Committee will review the material presented by both parties. The grievant may elect to present his/her case orally. The respondent will also have the right to appear before the Committee. No witnesses will be involved in the process although their written statements may be submitted.

E. The Committee, after a reasonable period of deliberation, will draft an opinion or proposal for resolution and share it with both parties. The Case Chair will then meet individually with the grievant and the respondent to discuss its recommendations.

F. If the proposal for resolution is not agreeable, either party may appeal for a formal hearing before the Faculty Hearing Committee.

(iii) The Faculty Hearing Committee

The Faculty Hearing Committee is mandated by the *Catawba College Policy and Procedure* Document to review

(a) all dismissal cases that qualify for a hearing, and
(b) such grievances as may be referred to it by the Faculty Grievance Committee.

The Committee shall consist of five (5) members, each elected for a five-year term. The terms will be staggered with one member's terms on the Committee expiring each year.

THE FACULTY HEARING COMMITTEE: Procedures

The Faculty Hearing Committee will proceed to a formal hearing for any case brought before it in accordance with the procedures of the *Catawba College Policy and Procedure* document (referred to as the *1977 Document*). The hearing will be held following procedures consistent with said document, The Catawba College *Faculty Handbook* and the *Statement of Procedural Standards in Faculty Dismissal Proceedings* of the American Association of University Professors and the Association of American Colleges.

The following outline presents the several types of cases which may be provided a formal hearing:

A. Termination for "adequate cause" for tenured appointment or the dismissal for "adequate cause" of a teacher before the expiration of the term of appointment.

1. When the termination is based on financial exigency or discontinuation of a program or department of instruction (*1977 Document*, Section 2: Part A, Subsection 16 [item b]):

   Upon request of the faculty member the Faculty Hearing Committee will review the issues as they relate to the *1977 Document* and the *Faculty Handbook*. The Committee will make an official statement or specific recommendations to the Board of Trustees through the president before a decision is made by the Board.

2. When the termination is for medical reasons (*1977 Document*, Section 2: Part A, Subsection 16 [item c]):

   Upon request of the faculty member the Faculty Hearing Committee will review the evidence of the case and make an official statement of specific recommendations to the Board of Trustees through the President before a final decision is made by the Board.

3. When termination is for "adequate cause" other than those listed in (1) and (2) above (*1977 Document*, Section 2: Part A. Subsection 16 [items d-f]):

Following discussions by the faculty member and appropriate administrative officers, and following inquire by the Faculty Senate (excluding any senators who also are on the Hearing Committee), the Faculty Hearing Committee, upon request of the faculty member, will hold a formal hearing as outlined in the *1977 Document*, Section 2: Part A, Subsection 16 [items d-f].

B. Severe sanction of a faculty member (*1977 Document*, Section 2: Part A, Subsection 17).

1. When conduct of the faculty member is considered by the administration to be sufficiently grave as to justify severe sanctions, but not to constitute "adequate cause" for dismissal:

Upon request of the faculty member a formal hearing will be conducted by the Faculty Hearing Committee according to the procedures outlined in the *1977 Document*, Section 2: Part A, Subsection 16 [items d-f].

C. Non-reappointment of a faculty member during probationary period or other non-tenured appointment (*1977 Document*, Section 2: Part A, Subsection 19).

1. When the basis for grievance is for either (a) violation of academic freedom, or (b) prejudice with respect to race, sex, religion, or national origin:

Upon referral from the Faculty Grievance Committee, the Faculty Hearing Committee will hold a formal hearing with procedures based on those outlined in the *1977 Document*, Section 2: Part A, Subsection 16 [items d-f] and Subsection 19, except that

a. a statement of the reasons for non-renewal is not required from the administration (Subsection 11 [item d]), and
b. the burden of proof rests with the faculty member, not the administration (Subsection 19).

D. Unresolved grievance in any matter not covered in A, B or C above (*1977 Document*, Section 2: Part A, Subsection 20).

1. When the Faculty Grievance Committee determines that a settlement of a grievance is not possible or appropriate, and reports this determination to the Faculty Hearing Committee as the "appropriate faculty body":

Upon review of the unresolved grievance the Faculty Hearing Committee will determine whether a formal hearing is appropriate, and if so, proceed to hold such a hearing.

1.7 ADMINISTRATIVE COUNCILS

An Administrative "council" is established under the aegis of a senior administrator; membership is coordinated by that administrator; and the council is responsible to that administrator.

1.7a Faculty Athletic Council

This Council functions to articulate and affirm the philosophy and mission on intercollegiate athletics at the College and to promote communication between faculty and the Athletics Department, particularly regarding the goals, policies and programs of the this Department. The Faculty Athletics Representative will serve on this Council.

1.8 THE FACULTY SENATE

The Senate is composed of 12 members elected by the faculty. Senate members serve staggered terms of three years each.

Unless otherwise announced, meetings are open to observers from the faculty and administration, and the minutes from each meeting are posted on the Faculty Senate website. For an archive of minutes, see http://www.catawba.edu/facultystaff/committees/facultysenate/

1.8a Constitution of the Faculty Senate

(i) Purpose

The Faculty Senate of Catawba College shall be a representative body of the faculty of Catawba College. The Faculty Senate shall act for the faculty in providing information and recommendations to the President and Trustees of the College regarding faculty interests, rights and concerns including benefits and welfare; shall communicate to the faculty the results of its deliberations and carry out such tasks as the faculty may entrust to it; and may initiate actions of the faculty, subject to the approval of the faculty.

(ii) Structure

A. Voting

All members of the Faculty of Catawba College (i.e., all who hold academic rank) shall be eligible to vote in the election of the Faculty Senate.

B. Composition of the Senate

The Faculty Senate shall be composed of twelve members chosen as follows: Three professors chosen by all faculty members of the rank of professor; three associate professors chosen by faculty members of the rank of associated professor; three assistant professors and/or instructors chosen by the faculty members of the rank of assistant professor and instructor; and three At-Large faculty members of any rank chosen by the faculty.

C. Terms

The members of the Faculty Senate shall be elected for terms of three years. Members shall be eligible for re-election. Should a member of the Faculty Senate leave the College or resign from the Senate, the unexpired term shall be filled by a special election at the earliest opportunity. Should a member representing an academic rank be promoted to another rank, she/he shall serve the remainder of his term but shall thereafter be eligible for election at the new rank.

D. Elections

Elections shall be held before the last faculty meeting in the year. The Senate shall act as an elections committee to supervise procedures. Both nominations and voting shall include the entire faculty. New members of the Senate shall begin their terms officially on the first day of the next academic year.

E. Officers

The Faculty Senate shall choose from its members a Chairman, Vice Chairman, Secretary and such other officers as are deemed necessary.

F. Committees

The Faculty Senate shall appoint such committees as are considered necessary to expedite its work. Such committees may, at the discretion of the Senate, be composed wholly or in part of faculty members who are not members of the Senate.

G. Meetings

The Faculty Senate shall meet regularly before each regular meeting of the faculty.

H. Rules of Procedure

The Faculty Senate shall adopt such rules of procedure as it considers desirable, describing them in its By-Laws.

I. Amendments

This constitution may be amended by a majority vote of the faculty at any of its regular meetings. Amendments may be proposed by the Faculty Senate, which shall consider proposals by any faculty member, or may be proposed by a petition of any five faculty members. Amendments must be submitted in writing and read aloud into the minutes at least one faculty meeting prior to the meeting during which the vote is to be taken.

J. By-Laws

1. The Chair of the Faculty Senate shall vote only in case of a tie vote.
2. All meetings of the Faculty Senate shall be open to observers and visitors from the faculty and administration unless otherwise announced. Any meeting or portion of a meeting may be closed when a proposal to this effect is submitted by a member of the Senate and is approved by a majority of the members (or a majority of the members present if the proposal is made during a meeting).
3. Visitors may make comments or ask questions when they are recognized by the Chair. The Chair may request clarification on the nature of the intended remarks before deciding upon recognition.

1.8b Duties of the Executive Members

i) Duties of the Senate Chair include but are not limited to:

a) Notifying members of Senate meetings, providing agendas, and ensuring minutes are taken at each meeting
b) Acting as a liaison between the faculty and the administration
c) Forming necessary subcommittees of the Senate as issues arise
d) Recommending membership on the Standing Committees to the Provost
e) Providing orientation for committee chairs as to the functions and operating procedures of the committees
f) Holding faculty elections at the last faculty meeting in the Spring
g) Appoints an Editor of the Faculty Handbook, who annually reviews and revises the *Faculty Handbook* as needed.
h) On an annual basis and in conjunction with committee chairs and members,
    - reviewing the role, functions, and operating procedures of these standing committees,
    - assessing the effectiveness of the committees,
    - compiling the evaluation of committee chairs from committee members and giving the results to the committee chairs.
i) Forming the membership of the Handbook Committee
j) Meeting regularly with the President and Provost

ii) Duties of the Senate Vice-Chair include but are not limited to:

a) Presiding over the meeting if the Chair is absent
b) Sending and collecting the committee preference forms in the Spring

iii) Duties of the Senate Secretary include but are not limited to:

a) Taking the minutes at every meeting
b) Distributing the minutes to the full faculty
c) Posting the minutes on the Faculty Senate website
d) Providing the library a copy of the minutes for the archives.

1.8c Standing Committees of the Faculty Senate

The Faculty Senate establishes committees to address matters of broad faculty concern. These committees operate under the aegis of, and are responsible to, the Faculty Senate but need not be staffed by Faculty Senate members.

(i) The Faculty Senate Executive Committee

The membership of this committee consists of the Chair, Vice-Chair, Secretary and one other member elected by the Senate. This committee will assist the Chair in carrying out items d, e and h it 1.8b(i) above.

(ii) The Faculty Handbook Committee

This Committee coordinates the compilation, publication and distribution of the *Faculty Handbook.* This committee will meet annually. Any authorized changes to the Handbook must be presented to this committee.

1.9 MEETINGS OF THE FACULTY

Regular meetings of the faculty are held once a month or may be called on special occasions.

The Provost or his/her designated representative serves as the presiding officer at faculty meetings. All faculty meetings are governed by *Robert's Rules of Order* in matters of parliamentary procedure. For the official web site for these rules, see

http://www.robertsrules.com/

Each meeting will be monitored by the College's Parliamentarian. The College Parliamentarian will be appointed by the Provost to serve a 3-year renewable term. Every faculty member carries a responsibility to attend these meetings.

All full-time tenure-track faculty and non-tenure track faculty who teach during the day program are awarded voting privileges at faculty meetings. Evening full-time non-tenure track faculty may only vote at faculty meetings if they serve on a standing committee. Special category faculty may only be awarded voting privileges at faculty meetings if they are full time and serve on a standing committee. Part-time faculty are not awarded voting privileges at faculty meetings.

The Provost, in consultation with the Faculty Senate, is responsible for making administrative rulings about the status of particular contract, should a question about an individual voter arise.

All major proposals brought before the faculty shall be published and made available to all faculty no later than the sixth day prior to any meeting; this shall apply to the proposals advanced by the administration, College committees (standing, *ad hoc*, or appointed), and any individual. A "major proposal" is defined as one which encompasses any of the following:

- The voiding or modification of any current policy,
- the inauguration of new policy,
- the curriculum,

- the calendar, or
- academic requirements.

Any major proposal advanced at a meeting without the prior designated publication may be placed on the agenda by a unanimous vote of the faculty.

SECTION 2: FACULTY TENURE AND PROMOTION POLICIES AND PROCEDURES

The concepts of ACADEMIC FREEDOM and TENURE, two of the most important sets of principles in higher education, have been articulated in the AAUP *Statement of Principles on Academic Freedom and Tenure*. The Board of Trustees have endorsed these principles both by specific affirmation and through the membership of the College in the Council of Independent Colleges, which also subscribes to these concepts.

2.1 RETENTION CRITERIA

The academic and professional criteria for retention as a member of the Catawba faculty are contained in the following performance standards as set forth below and interpreted in the criteria for faculty evaluation.

a. Academic preparation, as evidenced by degrees held, hours toward higher degrees, hours beyond the highest degree held, and preparation in one's specific teaching field. Candidates for tenure must hold an appropriate terminal degree in the field of specialization.

b. Experience in teaching, as evidenced by the number of years and/or the number of courses taught.

c. Performance in teaching, as evidenced by effectiveness in conveying knowledge, stimulating learning, advising students in academic matters, and evaluating academic performance.

d. Continuing scholarship, as evidenced by publications, participation in learned societies, seminars, or workshops (membership, attendance at meetings, holding offices, chairing sessions, and reading papers), and current awards, grants, honors, etc.

e. Competence in leadership, as evidenced by effective leadership of committees or sub-committees, leadership in departmental or College-wide initiatives, departmental organization and supervision (for chairs), etc.

f. Participation and performance on faculty committees, as evidenced by faithful attendance and cooperative service on committees to which one is assigned and/or effective leadership in chairing committees.

g. Reasonable cooperation with faculty and administration, as evidenced by participation in faculty meetings and conferences, compliance with regulations governing all faculty as set forth in the *Faculty Handbook*, and a reasonable respect for professional ethics as applied to relations with one's colleagues.

h. Constructive participation in College life, as evidenced by effective academic advising, availability to students, advising and chaperoning student organizations, campus (but non-classroom) lectures, performances, consultations, etc., and leadership and participation in campus symposia, conferences, etc.

i. Constructive participation in community life, as evidenced by the sharing of professional expertise with community organizations (as speaker, counselor, etc.) or other activities that reflect upon the College's academic image.

The above criteria are applied to all faculty, but according to a principle of balance, giving due attention to the individuality of each faculty member and to the relative degree of importance assigned to each criterion (standards a-d, involving academic and/or classroom competency, are assigned highest priority). No teacher is expected to excel in all areas of evaluation, but all faculty are expected to be effective and stimulating teachers, to remain alert to new ideas and methods in their disciplines, and to make a positive contribution to the total life of the campus community.

2.2 TENURE

2.2a Progress Toward Tenure Reviews

The Faculty Tenure and Promotion Committee (FTPC) is assigned the responsibility of reviewing materials submitted by probationary faculty members to make recommendations to the Provost about progress toward tenure

(i) A department chair will submit an annual "progress toward tenure status" report about each probationary faculty member within that department to that person. This report will accompany that person's annual evaluation (provided in May) and will orient around the Retention Criteria 1.5a(v)3(a-i).

A copy of this report will be sent to the Provost and the Dean of the appropriate school. The annual evaluation prepared by the department Chair also will include a specific recommendation that the faculty member's contract be renewed or not renewed for the following academic year.

(ii) During the approximate middle of the probationary period, each faculty member will receive formal "progress" feedback from the FTPC, typically during the Spring term. This "progress-review" will occur during the third year for persons not given credit toward tenure for prior professional experience. Persons given credit toward tenure will be given the option for a progress review by the FTPC.

To effect this feedback, the FTPC will receive for the purpose of including in a Progress-Toward Tenure file:

- a narrative from the faculty member issued in support of his/her candidacy encompassing her/his service up to the mid-period review(The narrative should discuss each performance standard of the Retention Criteria and include a well thought out teaching philosophy, including a discussion of pedagogical development, and a plan for long-range improvement in teaching);

- a current vita;

- copies of any correspondence between an academic officer and the candidate which pertain to performance;

- copies of the person's FPARs (provided by the faculty member);

- copies of annual chair evaluations of the candidate's teaching and departmental performances (A candidate who is a department chair should secure copies of annual evaluations by their Dean and /or previous department chairs);

- copies of annual progress toward tenure status reports;

- copies of the standard College student evaluations of teaching for all courses taught each semester prior to the semester in which the candidate applies;

- a letter from the department Chair that will include a cumulative assessment about that person's progress toward tenure status to be sent directly to the Coordinator of the FTPC (Candidates who are department Chairs will request the letter from the Dean of their school);

- copies of evaluations of committee performances by the committee chairs;

- any document relevant to any of the Retention Criteria;

- course syllabi;
- statements of professional participations and/or research activities;
- statements of extracurricular involvements with the College; and/or,
- documents outlining additional academic work and/or honors.

The FTPC will provide a written response presenting the FTPC's collective judgment about "progress toward tenure" based on the evaluation of the materials provided at the midpoint juncture. This judgment will not be binding on the FTPC later, when the FTPC formally generates a tenure recommendation.

A copy of this written response will be sent to the Department Chair, the appropriate Dean, and to the Provost. The Provost will also receive the materials the faculty member submitted. The Provost will provide a written response concerning the content of the review to the faculty member, and then will meet with the faculty member to discuss progress toward tenure and the tenure process. The faculty member and/or the Provost may request a meeting with the FTPC to clarify any questions they might have about the review, the tenure process, or progress toward tenure.

(iii) Dispensation of Progress-Toward-Tenure Files. Each Progress-Toward-Tenure file will be maintained for three years following the decision year (for one year following the departure of a person during the probationary period), at which time the Coordinator of the FTPC will supervise the destruction of all file materials. Thus, no document will be returned to the candidate.

2.2b Tenure Review Procedures

The Faculty Tenure and Promotion Committee (FTPC) is assigned the responsibility of reviewing materials submitted by probationary faculty members to make recommendations to the Provost about the awarding of continuous tenure and subscribes to the following practices.

(i) Tenure Practices

The FTPC bears the responsibility for implementing the appropriate procedures (outlined below) during the decision year. The FTPC will forward a tenure recommendation to the Provost. The Provost will formulate a tenure recommendation for the President of the College who, in turn, will submit a tenure recommendation to the Board of Trustees. The Board of Trustees constitute a body empowered to effect the actual tenure decision. The Board of Trustees' decision is conveyed to the faculty member by the President of the College. No administrative unit within this recommendation sequence is obligated to accept, automatically, a recommendation as received, but only under rare and unusual circumstances would an FTPC recommendation go unheeded.

(ii) Tenure Recommendation Procedures.

The FTPC presumes that a person presented credentials at the time of his or her academic appointment which indicated a potential for a later affirmative tenure recommendation. The appointment, however, is not a guarantee that such a recommendation will be issued. Rather, each person is responsible for providing the FTPC evidence within a "tenure file" that an affirmative tenure recommendation is warranted. The FTPC will formulate a recommendation based on materials contained within the candidate's "tenure file".

(iii) The Tenure File

The tenure file is prepared by each candidate for submission to the FTPC during the "decision year".

Each person should request that the following items be sent to the Coordinator of the FTPC, who will insert the items into the tenure file:

- an original, signed letter from the candidate's department Chair assessing the candidate's suitability for tenure (A candidate who is a department chair should secure a letter from the Dean of their school. A school Dean should see below);
- original, signed letters from three Catawba faculty members solicited by the candidate supportive of an affirmative recommendation (see subsection v below),

The tenure file also will include materials pertinent to the Retention Criteria including, but not be restricted to:

- a narrative prepared by the candidate in support of affirmative tenure recommendation (The narrative should discuss each performance standard of the Retention Criteria and include a well thought out teaching philosophy, including a discussion of pedagogical development, and a plan for long-range improvement in teaching.)
- any letters submitted by Catawba faculty after being invited via public notification of the names of all candidates for tenure (i.e., “unsolicited” letters) to be sent directly to the Coordinator of the FTPC. (see subsection vi),
- a current vita,
- official notification that the candidate has a tenure-track appointment and <u>all</u> conditions/exceptions related to that appointment,
- official verification of the awarding of the terminal degree from the degree-granting institution (and/or transcripts of nondegree course work),
- copies of any correspondence between an academic officer and the candidate which pertain to performance,
- copies of annual Faculty Professional Activity Reports (FPARs),
- copies of the standard College student evaluations of teaching for all courses taught each semester prior to the semester in which the candidate applies,
- copies of annual chair evaluations of the candidate's teaching and departmental performances (A candidate who is a department chair should secure copies of annual evaluations by their Dean and/or previous department chairs),
- copies of annual progress toward tenure status reports,
- copies of evaluations of committee performances by the committee chairs,
- any document relevant to any of the set of Retention Criteria,
- course syllabi,
- statements of professional participations and/or research activities,
- statements of extracurricular involvements with the College, and/or
- documents outlining additional academic work and/or honors.

The tenure file of a school Dean <u>also</u> must include:

- an original letter concerning the recommendation from a tenured Catawba College faculty member chosen by the Provost from a related field.

A candidate who wishes to be evaluated for promotion-in-rank during the same academic year as the tenure review process may submit a supplementary file to add information already in the Tenure File. Refer to instructions within “PROMOTION-IN-RANK: Practice and Procedures.”

A faculty member is served best by treating the tenure file in a dynamic way rather than in a static one, i.e., as a file that is expanded annually rather than one hastily prepared during the decision year. The

probationary period is a time for professional growth and skills-development, and the feedback associated with the various evaluations contribute to this growth and development. An occasional unflattering evaluation that has been the source for behavior modification likely will not be viewed with alarm by the FTPC. The FTPC hopes to accord an affirmative tenure recommendation to a candidate whose professorship is "effective" rather than "perfect".

Once received by the FTPC each person's tenure file is considered confidential and access to each file is restricted to current members of the FTPC, the Provost and the College President. Also, in the event of litigation or review by a government agency, access may be accorded a representative of the Court or that agency.

Given that some documentation may be submitted directly to the FTPC, each candidate will have access to those materials for review at any time (removal of any item is prohibited) up to the time the FTPC commences deliberative processes; access will not be given thereafter.

Each tenure file will be maintained for three years following the decision year (for one year following the departure of a person during the probationary period), at which time the Coordinator of the FTPC will supervise the destruction of all file materials. Thus, no document will be returned to the candidate.

(iv) Pre-Decision Year Meeting.

During the year immediately preceding the decision year (the fifth year, in most instances), the FTPC will attempt to meet with each person who will be a tenure candidate in the following year. This meeting will afford the person an opportunity to raise questions or seek clarifications about the decision-year procedures.

(v) The Decision Year Procedures.

Early in the fall term the FTPC will announce publicly the list of persons being considered for a tenure recommendation during that year. This list will be provided to the FTPC by the Provost. Any faculty member wishing to write the FTPC concerning a given candidate for tenure will be invited to do so (a reminder to the faculty that the person's file is open for review by that person will be included). The FTPC membership considers any informal conversations about a person's candidacy, albeit "pro" or "con", to be irrelevant, inappropriate and in breach of professional decorum!

About the same time, each candidate will receive a letter from the FTPC asking the person to submit the tenure file, i.e., provide the FTPC with whatever materials are deemed supportive of an affirmative recommendation. The candidate also will be asked to solicit letters from <u>three</u> (3) faculty colleagues in support of that person's tenure candidacy. The candidate will provide the names of those colleagues to the FTPC so these "solicited" letters can be distinguished from "unsolicited" letters.

At the outset of the FTPC deliberations, each candidate will be scheduled to meet with the FTPC. This arrangement intends to be neither a "rite of passage" nor a "screening", but a continuation of the emphasis on a "personalized" process, i.e., to give the candidate an opportunity to emphasize elements of the tenure file to the FTPC that he or she considers important, give an FTPC member a chance to meet with a candidate and/or seek clarification about a document.

The FTPC will maintain the traditional academic right to free, unfettered and confidential deliberations and decisions regarding tenure matters: The actual FTPC deliberations are both private and confidential within the Committee. Each recommendation that emerges, however, is based solely on considering each person's professional qualifications and performances (as documented in the tenure file) compared to the Retention Criteria (5.1a(v)3(a-i). The FTPC will issue one of two <u>recommendations</u>:

- tenure status be granted, or
- tenure status not be granted.

Both the Provost and each candidate will receive a letter from the FTPC which indicates the specific tenure recommendation made about her/his candidacy. In addition, the FTPC will provide the bases of their recommendation, in writing, to the Provost but not to the candidate. This document will be sent to the Provost with the letter indicating the specific recommendation. The Provost may request a meeting where the FTPC may provide any information the Provost may need to make a recommendation. The FTPC cannot reconsider their decision at this point. The Provost will forward his/her recommendation to the President along with the rationale and recommendation provided by the FTPC.

In recent years the President or Provost of the College has followed a practice of introducing each candidate for whom an affirmative tenure recommendation is being made to the appropriate subcommittee of the Board of Trustees. This practice, too, is in keeping with the emphasis on personalization given to the procedures, and time and schedule permitting, this practice will be continued. The tenure decision will be announced after the Board of Trustees has acted on the recommendation.

(vi) Appeal Mechanisms.

In the event a candidate is not satisfied with the tenure recommendation offered by the FTPC or any administrative unit within the recommendation sequence, mechanisms for redress are limited. The FTPC will not reconsider a recommendation once that recommendation has been issued. The primary avenue that is open to nontenured faculty is through the **Faculty Grievance Committee.**

2.3 PROMOTION

2.3a Progress Toward Promotion-In-Rank

Faculty members at the Assistant Professor or Associate Professor rank may ask the FTPC for a review of their progress toward promotion. To undergo a review, the FTPC will contact eligible faculty members in the 3rd year of the current rank to determine whether they wish to participate in the review process. Affirmation will be provided in writing, with the written response serving to initiate the review process. The faculty member will provide a narrative document describing how he or she is meeting the criteria for promotion, which are based on the Retention Criteria. The focus should be on excellence in teaching and professional development (or the equivalent for professional librarians), as detailed below. The narrative should also describe how the faculty member is developing in other areas essential to the Retention Criteria (1.5a(v)3(a-i)). These criteria include collegiality, involvement in governance and leadership, and participation in the life of the College and community. These criteria are applied to all candidates for promotion by the FTPC, and thus the narrative should discuss these items.

The narrative need not include the types of supporting documentation (letters, summaries, evaluations) that typically go into a promotion “file”. The FTPC will review the narrative, and return it, along with a written response presenting the FTPC's collective judgment about progress toward achieving the higher rank. The faculty member may wish to meet with the FTPC to clarify their recommendations. The judgment will not be binding on the FTPC later, when the FTPC formally makes recommendation about promotion.

For faculty members at the Assistant Professor rank. In the spring of the third year at the Assistant Professor level, faculty may submit to the FTPC a detailed narrative describing their teaching practices, with special attention to how they are assessing their effectiveness by presenting a well thought out teaching philosophy (including a discussion of pedagogical development) and a plan for long-range improvement in teaching. The candidate should also include evidence of the use of assessment of student learning outcomes and teaching effectiveness to improve teaching. The candidate must also include a well-articulated, long-term plan of continuing scholarship and currency in their chosen field. (see Faculty Rank, section 1.5a(iv), item 1).

Librarians seeking this rank should construct their narrative around the descriptions of librarianship at the Associate Librarian level and address the Retention Criteria for Librarians (see 1.5b(iii).

For faculty members at the Associate Professor rank. In the spring of the third year at the Associate Professor level, faculty may submit to the FTPC a detailed narrative describing their teaching philosophy and plan of professional development (see Faculty Rank, section 1.5a(iv), Item 1).

The teaching philosophy may include, for example, a description of how the faculty member is achieving excellence in teaching, including the assessment of effectiveness in conveying knowledge, stimulating learning, evaluating academic performance, and advising students in academic matters.

The faculty person should also present a well-articulated, long-range plan of professional development, carefully defining what he or she does to contribute to the field, steps taken to effect that plan, assessment of success of the plan, and changes that have been made to better establish currency and contribution to the field.

Librarians seeking this rank should construct their narrative around the descriptions of librarianship at the Librarian level and address the Retention Criteria for Librarians (see 1.5b(iii)).

2.3b Promotion-In-Rank

Promotion Review Procedures. At the beginning of the academic year, the Provost will provide the FTPC with a list of candidates who qualify for promotion. The FTPC will contact each candidate to determine if the candidate wishes to participate in the review process. Affirmation will be provided by the candidate in writing, and this written note serves to initiate the review procedures.

At a minimum, all written material submitted to the FTPC should focus on the Retention Criteria, with emphasis upon professional performances <u>while in service at the present rank</u>.

Candidates for promotion will submit all promotion materials to the FTPC before the date established by the FTPC. Because promotion decisions are based on considerations different from retention, and rely on less broad-based documentation, promotion recommendations are treated separately from tenure recommendations. However, as is the case with tenure procedures, each candidate will be granted the opportunity to review the information to be used by the FTPC prior to the Committee's deliberations. After formulating a recommendation for each candidate, the FTPC will forward these materials (but without the recommendations) to the Provost for his/her use.

In making promotion decisions for all candidates, the FTPC and the Provost will evaluate each candidate separately, using the Retention Criteria (section 1.5a(v)) and the promotion standards indicated in section 1.5a(iv) (Faculty Rank). The recommendations of the FTPC and the Provost will be equally weighted. After reviewing, evaluating and formulating a recommendation for each candidate, the FTPC and Provost will meet to compare their separately-generated recommendations. If both have formulated similar recommendations about promotion (i.e., either approval or disapproval), a singular recommendation will be forwarded to the President. In the event of dissimilar recommendations, the individual recommendations from both will be forwarded to the President.

Following the meeting with the Provost, the FTPC will inform each candidate about the recommendation the Committee issued and the bases for that <u>recommendation</u>. The Provost, as spokesperson for the President and Board of Trustees, will provide the candidate the bases for the administrative <u>decision</u> that was rendered. Promotion recommendations will be made available by the end of January, and notification of the promotion decision likely will be issued prior to April of the same academic year.

If not satisfied with the decision about promotion that is rendered, the candidate may appeal to the **Faculty Grievance Committee** (see Section 1.7e-ii). Neither the FTPC nor the Administration will reconsider either the recommendation formulated or the decision. However, a negative decision will not preclude the candidate from initiating a promotion review in a later academic year. Each promotion file will be maintained for three years following the decision year (for one year following the departure of a person during the probationary period), at which time the Coordinator of the FTPC will supervise the destruction of all file materials. Thus, no document will be returned to the candidate.

Comments. Promotion considerations are intended to be less involved than those followed for tenure (i.e., retention) recommendations, i.e., by focusing on evaluation-type materials. In rendering a promotion recommendation, the FTPC operates under a "professional growth" principle when evaluating the materials submitted by candidates, i.e., a candidate from the Associate rank should demonstrate a greater accomplishment in teaching and scholarship than a candidate from the Assistant rank.

Because the scope of the sets of supportive materials for promotion consideration is circumscribed compared to those submitted for tenure consideration, the FTPC will strive to maintain independence in appearance and practice in effecting the two sets of recommendations (promotion and retention) to minimize the potential for a candidate erroneously inferring a specific retention recommendation based on the promotion recommendation. A recommendation concerning the one will not bear on the other, even if the two are to be accomplished in the same academic year.

(i) Promotion-In-Rank to Associate Professor or Professor

The FTPC will solicit the following information for use in their deliberations:

- a narrative from the candidate in support of his/her candidacy(The narrative should discuss each performance standard of the Retention Criteria and include a philosophy of teaching, an explanation of how teaching evaluations and learning outcomes assessment results are used to improve teaching, and a statement describing the candidate's plan and progress toward continuing professional development and maintaining professional currency. Candidates seeking promotion to Associate Professor should emphasize highly effective teaching, and should include a well-articulated long-term plan of continuing scholarship and currency in their chosen field. Candidates seeking promotion to Full Professor should emphasize success in achieving a long-term professional plan of continuing scholarship and currency in their chosen field as well as excellence in teaching [see section 1.5a(iv)].;
- a current vita;
- a copy of the annual chair evaluations of the candidate’s teaching and departmental performances (A candidate who is a department chair should secure copies of annual evaluations by their Dean and/or previous department chairs) from each of the preceding years of the candidate's service at the College at the present rank;
- a letter submitted by the candidate's department Chair (For a department chair, the letter will be submitted by the Dean of the appropriate school and address Retention Criteria) to be sent directly to the Coordinator of the FTPC;
- for a Dean of a school, a letter submitted by a tenured faculty member in a related field who was chosen by the Provost to be sent directly to the Coordinator of the FTPC.
- copies of annual Faculty Professional Activities Reports (FPARs) prepared while in service at the present rank;
- copies of the standard College student evaluations of teaching all courses taught each semester while in service at the present rank at Catawba College;
- two letters of support solicited by the candidate from Catawba faculty (at any rank), i.e., "solicited" letters, to be sent directly to the Coordinator of the FTPC; and
- any letters submitted by Catawba faculty after being so invited via public notification of the names of all candidates for promotion (i.e., "unsolicited" letters) to be sent directly to the Coordinator of the FTPC.
- copies of evaluations of committee performances by the committee chairs,

- any document relevant to any of the set of Retention Criteria or PROMOTION STANDARDS for the rank in question,
- course syllabi,
- statements of professional participations and/or research activities,
- statements of extracurricular involvements with the College, and/or
- documents outlining additional academic work and/or honors.

The materials provided by a candidate who has been a department chair for one or more years prior to the promotion "review year", but is not a department chair during the review year also must include:

- an original letter of evaluation from the Provost addressing the Retention Criteria,
- copies of evaluations from department members from years of service as a department chair, and
- copies of the evaluations of the candidate by his/her department chair prior to the person's service as department chair, if applicable.

A tenure candidate who chooses to be evaluated for promotion-in-rank during the same academic year may submit in lieu of a full promotion file a supplementary file that includes materials required for promotion that are in addition to information already in the tenure file. The supplementary file replaces the full promotion file and applies only to candidates who undergo tenure review during the same academic year. The deadline for submitting the supplementary file is the same as the announced deadline for promotion files.

The supplementary file for a candidate who wishes to be considered for promotion-in-rank to Associate Professor must include:

- a brief written statement confirming that the candidate intends to be evaluated for promotion to Associate Professor during the same academic year as tenure review;
- evidence of the use of assessment of student learning outcomes and of teaching effectiveness to improve teaching;
- a well-articulated, long-term professional plan of continuing scholarship and currency in their chosen field.
- a letter of support for promotion in rank from the Department Chair plus two additional letters of support, as outlined above.
- any additional information the candidate wishes to include.

The supplementary file for a candidate who wishes to be considered for promotion-in-rank to Professor must include:

- a brief written statement confirming that the candidate intends to be evaluated for promotion to Professor during the same academic year as tenure review;
- evidence of excellence in teaching, including the use of assessment of student learning outcomes and of teaching effectiveness to improve teaching;
- evidence of continuing success in fulfilling a well-articulated, long-term professional plan of continuing scholarship and currency in their chosen field.
- a letter of support for promotion in rank from the Department Chair plus two additional letters of support, as outlined above.
- any additional information the candidate wishes to include.

(ii) Promotion-In-Rank for Librarians

The promotion review procedures are the same as for any faculty member (see section 2.3b(i)).

In making promotion decisions for librarians, the FTPC and the Provost will evaluate each candidate separately, using the CRITERIA FOR RETENTION for librarians (see: Section 2, Addendum 2, Part II) and the PROMOTION STANDARDS for librarians(see: Section 2, Addendum 2, Part III), and the recommendations of

the FTPC and the Provost will be equally weighted. The FTPC will solicit the following information for use in their deliberations:

- narrative from the candidate in support of his/her candidacy (The narrative should include an indication of how this candidate shows evidence of being a highly effective librarian, and evidence of how professional currency is maintained. In addition candidates seeking promotion to Full Librarian should emphasize a long-term professional plan of continuing scholarship and currency in librarianship [see Section 2, Addendum 2, Subsection III.]).
- an updated job description, approved and recognized by the library department.
- an updated vitae.
- copies of all FPARs while in service at the present rank.
- copies of all annual reviews of the candidate from the library director.
- two letters of support solicited by the candidate from Catawba faculty and/or librarians (at any rank) i.e. solicited letters, to be sent directly to the Coordinator of FTPC.
- any letters submitted by Catawba faculty after being so invited via public notification of the names of all candidates for promotion (i.e., "unsolicited" letters) to be sent directly to the Coordinator of the FTPC.
- a letter submitted by the Library Director. The director shall in preparation of this letter, actively seek input from other librarians at the college, as well as any faculty members or staff with whom the librarian under review may have worked.
- copies of evaluations of committee performances by the committee chairs,
- any document relevant to any of the CRITERIA FOR RETENTION for librarians or PROMOTION STANDARDS for librarians for the rank in question,
- statements of professional participations,
- statements of extracurricular involvements with the College, and/or
- documents outlining additional professional work and/or honors.

SECTION 3: ADDITIONAL FACULTY OBLIGATIONS AND DUTIES, PROFESSIONAL DEVELOPMENT, ENTITLEMENTS AND BENEFITS

3.1 FACULTY OBLIGATIONS: ACADEMIC PRACTICES

3.1a Academic Advising

(i) Freshman Advising

Faculty members may be appointed to serve in the First-Year Seminar Program which will include freshman advising. The scope of these activities is discussed at the time of the appointment, but the "advising" component typically involves meeting with advisees for purposes of explaining registration procedures and College requirements, approving course schedules, and maintaining an accurate academic record for each advisee.

(ii) Major Advising

All departments assume full responsibility for academic advising of students with majors in that department. The department Chair carries the responsibility for the accuracy of the advising record for all majors within that department, even though the Chair assigns advisees to specifically-designated faculty members. Typically, the major advisor has a responsibility to:

- Counsel each student concerning course selection.
- Approve each student's course schedule and any changes in that schedule.
- Maintain an accurate academic record for each advisee.
- Confirm that the advisee fulfills College and major requirements for graduation.

(iii) Class Advisors

An advisor is appointed for every freshman class who will remain as advisor to that class over the four-year matriculation period. The responsibilities of the class advisor are outlined by Student Development personnel at the time of the appointment.

3.1b Academic Year

The "academic year" is considered to be a 9-month period beginning about one week prior to the fall conference in August and ending about one week after the commencement exercises in May.

(i) Summer School

Summer school service is not included within the academic year. As directed by the *Catawba College Policy and Procedure* document (Part II, Section A: subsection 3), summer school service is arranged separate from the 9-month contract. As such, the construction of the class schedules for the summer terms and appointments of faculty to teach those courses are based on and follow considerations not presented during the academic year, e.g., minimum class sizes, schedule of remuneration. The current statement of Summer School Policies and Practices are given on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Summer School: Policies and Practices.

(ii) J-Term

To appear

(iii) Distance Learning Policy

Faculty Responsibilities

1. Faculty wishing to teach distance learning courses must complete a training course on teaching through distance learning courses. After initial distance learning training, recertification may be required as current technology in the existing course management system changes or is enhanced.
2. All distance learning courses (including existing courses) must be approved by the Curriculum Committee to determine the appropriateness of the course for a distance learning format. Proposals for distance learning course offerings will follow the same procedures as proposals for other courses. The Curriculum Committee will pay particular attention to the principles that the proposed distance learning course:
   a) must require approximately the same number of instructional hours as are normally required in a traditional course carrying the same number of credit hours as the distance learning course, and
   b) must provide for **appropriate interaction** between students and instructor -- *such interactivity should be at the heart of the course*.
3. Every instructor should indicate in his or her syllabus the following:
   a) the technical requirements of the course,
   b) and student responsibilities. Students should be required to accept a "distance learning contract" in which they acknowledge receipt and understanding of all course requirements and processes.

4. It is the instructor's responsibility to:

- develop a coherent plan addressing the security of distance learning testing. Some means of doing this might include off-campus proctored examinations, or on-line exams which are timed and conducted only during a specified time period.
- The course syllabus must also specify a coherent plan addressing alternative means of testing should the College internet connection fail, or if a student's access to the internet is interrupted.

5. The syllabus must set firm deadlines for the submission of work and these deadlines must be strictly observed. Students must understand that they are responsible for ascertaining that the instructor has received their work in a timely fashion. Furthermore, the syllabus must clearly indicate the minimum technological requirements necessary for the student to participate in the distance learning course.

6. Students must be *regularly accountable*, i.e., course syllabi must demonstrate the means through which students regularly communicate their learning of the course material to their instructors.

College Responsibilities

1. All distance learning courses will be designated as such by means of standard indicators, i.e., in the "descriptions/restrictions" information always provided in all course schedules.
2. The College will offer distance learning training courses at intervals sufficient to support the faculty need.
3. Regarding faculty teaching load:
   a) No faculty will be required to teach a distance learning course unless it is part of their contractual agreement with the College.
   b) Minimum enrollment limits in distance learning courses will be the same as for the corresponding course when taught in a classroom venue.
   c) maximum enrollment limits will be set by individual faculty members in conjunction with each academic department.
   d) Distance learning courses will count the same as classroom courses for faculty teaching load.

3.1c Catawba College Honor Code

All faculty are bound by the Catawba College Honor Code as are all other constituents of the College community.

THE HONOR CODE

"*As a member of the Catawba College community, I will practice academic honesty, communicate truthfully, and show respect for the rights and property of others. I will also encourage others in the community to behave honorably*."

The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators and staff members.

The varied aspects associated with the Honor Code including descriptions of academic dishonesty (cheating, plagiarism, lying about academic work) and adjudication procedures appear in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Honor Code.

3.1d Academic Policies

Each faculty member is reminded that the *Catalog* serves as the Academic Handbook of the College and outlines routine policies and practices not described in the *Faculty Handbook*. Each faculty member is responsible for being familiar with these policies and practices.

Faculty are not at liberty to grant exceptions to these policies and practices, and the College is not bound to honor such agreements.

(i) Classroom Assignments

Classrooms are assigned by the Registrar and any change FIRST must be cleared through this office. This is true for final examination meeting places as well as for regular classes. The scheduling of classrooms for extracurricular events should be arranged through the office of the Dean of Students. The sponsor of the meeting is responsible for putting the classroom in order upon completion of the meeting.

(ii) Attendance Guidelines

The faculty endorsed the following class attendance guidelines to complement the policy statements outlined in the *Catalog* and directed that this narrative appear ONLY in the *Faculty Handbook*:

"Recognizing the importance of collegiality among faculty colleagues and the need to maintain respect for our academic profession, the faculty endorses the principle of mutual respect for the faculty member who teaches in the classroom and the colleague who expands the students' horizon in the field. Therefore, the faculty supports the following guidelines as appropriate to follow:

1. The attendance policy remains the prerogative of each faculty member. Normally, if a student misses more than one-quarter of the meetings of a class, the student will not receive course credit.
2. Faculty shall publish their individual attendance policies in course syllabi which are distributed during the drop-add period.
3. Faculty may not penalize students for missing classes when competing sponsored activities or events are approved by the Dean of Students. However, faculty members may determine the means of making up missed course work or examinations.

4. Should a conflict between an official College event or activity and a normally-scheduled class occur, supervisory faculty of the out-of-class activity are obliged to notify colleagues of the conflict. Students involved in the conflict, moreover, should be urged to notify faculty of their forthcoming absences."

Before a faculty member can exercise the option of giving an F-grade to a student who "misses more than one-quarter of the meetings" (i.e., item 1), this sanction must be stated in the course syllabus (i.e., item 2).

(iii) Syllabi

Syllabi for all courses taught will be made by the instructor, distributed (by paper or e-mail) on the first day of class, and a copy provided for the files of the Provost. A course syllabus at a minimum should include the following information:

- instructor's name;
- instructor's office hours;
- title of the course;
- day and times the course is taught;
- attendance policy (which must be consistent with the guidelines published in the *Catalog* and those given in the following section);
- the required text(s) for the course;
- a rationale for the course, explaining briefly how it meets the goals of general education or how it relates to the major;
- a clear statement of student learning objectives for the course, specifying precisely what skills a student is to acquire and/or what knowledge is to be mastered;
- a clear statement of how these learning outcomes will be assessed;
- a general statement of the processes to be used in teaching the course, i.e., lecture and laboratory requirements, term papers, projects, field projects, or other special requirements;
- a general calendar of assignments, which may include a calendar of major tests;
- information on test schedules, including make-up exam policies;
- grading policies, including the scale by which the letter grades will be assigned and how each assessment component contributes to that letter grade; and,
- instructor's policy on the presence and use of electronic devices during exams, and the consequences for their presence or use.

A syllabus serves as an "academic" contract between the instructor and a student, so substantive additions or changes in the syllabus (e.g., additional assignments and/or requirements, modification of the grading policy) is **not allowed** after the last day for adding a class has passed.

Each instructor should forward, in accordance with department procedure, a syllabus for each course to the Office of the Provost at the beginning of each semester.

(iv) Final Exams

Under the present academic calendar, a 15-week term permits the minimum number of student contact hours required by the Southern Association of Colleges and Schools. However, this accrediting organization allows the final exam period to be credited toward the student contact-hours requirement, i.e., a 14-week teaching period plus the time allocated for the final exam. Thus, all faculty must meet with their classes during the assigned final exam time; failure to do so is a breach of accreditation compliance. The decision about distributing an examination at this time, however, rests with the faculty member.

A final examinations schedule is constructed and distributed by the Registrar. Any deviation from established times first must be approved by the faculty member's department Chair and the Registrar. The

last day of the exam period is TBA and is reserved for students who must reschedule a third exam and/or present an unusual circumstance.

(i) Study Day. Faculty approved a policy precluding any exams on Study Day. Non-exam activities (e.g., music juries, program evaluation interviews) may be arranged if that activity is cleared by the department Chair and the Registrar in time to appear on the final exam schedule, i.e., July 15 (for the Fall schedule) and October 15 (for the Spring schedule).

(v) Office Hours

All faculty must be available for student consultation by the scheduling of, and being present during, regular office hours. As a guideline, a faculty member should schedule **one hour-per-week for each contact hour of course and laboratory assignment**. For example a person teaching 12 sh per week should arrange for 12 hours of office availability during each week. Office hours should be scheduled at times convenient to students (i.e., between 8:00 AM and 4:30 PM weekdays) and not during times reserved for College activities, e.g., committee meetings, assemblies. These hours should be posted on the faculty member's office door at the beginning of each term.

(vi) Retention of Course Materials

All graded materials not returned to students (e.g., exams, final exams, term papers and other assignments) must be retained until the end of the regular semester following the semester in which the graded work was completed. These materials should be kept in the event that an academic grievance is filed.

(vii) Teaching Assignments

Department chairs forward tentative teaching assignments to the Registrar following consultations with departmental members. Faculty members typically accept responsibilities for the same courses regularly, but the basis for such assignments is that person's professional expertise rather than proprietary. The Provost has final responsibility for final assignments because of her/his knowledge of student enrollment patterns and needs as well as administrative needs.

(viii) Class Schedule

Classes typically are scheduled for 50 minutes, on-the-hour on Monday, Wednesday and Friday and for 75 minutes (on Tuesday and Thursday). Faculty must be considerate of their students and other faculty and not "run over" the allotted class period. Classes normally are not scheduled during the 11:00 hour (TTh) in order to accommodate scheduling of committee meetings or College community activities during these times.

(ix) Book Orders

To appear

(x) Faculty Absences

A faculty member is expected to meet all scheduled classes unless an extraordinary circumstance forces him/her to be absent, in which case the Department Chair should be notified. An absence by a faculty member of more than one day from regularly-scheduled classes, examinations, office hours, or other College responsibilities (e.g., faculty meetings) should be reported to department chair and the Provost prior to the anticipated absence (or as soon as possible when an absence is unexpected). Those classes and

appointments affected by an absence also should be notified. Each faculty member is responsible for judging whether the reason for an absence is extraordinary.

(xi) Teaching Load

A normal "teaching load" consists of 24 semester hours per academic year, e.g., eight three-hour courses, or six four-hour courses. The instructor has the option of accepting non-traditional teaching assignments (independent study, practicum, tutorial) in addition to this normal load, but such assignments typically do not involve additional remuneration.

A faculty workload should be assigned in recognition of the need to sustain a healthy and productive work force, one which is challenged but not overburdened. Workloads should be equitable and should be perceived as equitable in order to create a work environment in which faculty find their work personally and intellectually rewarding. The faculty affirmed the 12 semester hour teaching load per term as the norm and recommended the following procedures for allocating faculty workloads:

1. Because teaching modes and service demands vary from academic unit-to-unit and individual-to-individual, the Provost and individual department chair should negotiate[1] any deviation from standard 12-hr loads, either overloads or course reductions.
2. Such negotiations should take into account the unique demands of non-lecture modes of teaching[2], e.g., studio teaching (art, music, dance), private lessons (instrumental and vocal music), laboratories, computer-assisted and/or multi-media instruction, supervising student teaching or other off-campus learning experiences (excluding practica, and internships, which are guided by separate policies), team teaching, activities courses (i.e., physical education), and directing and critiquing performances.
3. Such negotiations may involve the application of formulae agreed to by the Provost and unit head to account for the unique demands of teaching non-lecture or non-traditional types of courses.
4. Such negotiations should take into account other reasonable factors, e.g., overall contact hours, sizes of specific classes, unique preparations required for some laboratories and classes, grading load characteristics of writing-intensive courses.
5. Such negotiations should take into account the demands made on some faculty for administrative or other services to the College, e.g., accompanying and directing ensembles, chairing multiple committees or sub-committees, chairing major academic programs or units.
6. Faculty whose loads are subject to such negotiations by virtue of unusual circumstances or demands should be kept fully informed by the unit head of the status of such negotiations and the expectations.

---

1. The word "negotiate" is synonymous with the notion of "discuss" and does not imply that a specific outcome will eventuate.

2. The specific examples of "non-lecture modes of teaching" are listed to provide a context for considering demands on an individual's time beyond classroom teaching and does not imply a change in practice concerning whether any of these sets of demands must be incorporated into the determination of workload.

(i) Overloads. The normal teaching load will require a faculty member's full-time attention and major time-consuming academic activities should be avoided during the academic year. However, circumstances do arise that necessitate additional appointive assignments. In these events, the department chair, after consultation with the faculty member, can recommend to the Provost either a compensatory reduction in the normal teaching load (e.g., from 24 to 21 semester hours per academic year) or additional remuneration in lieu of a reduction in course load.

To ensure that effective teaching, student advising and service to the College are not diminished by long-term overloads, the Faculty approved the following guidelines regarding overloads:

- When overloads are necessary (see above) they should be filled by faculty members on a voluntary basis;
- No faculty member should be required to teach more than 24 semester hours per academic year;
- Faculty choosing to teach an overload should be limited to 9 hours of overload per academic year;
- Faculty members should not be asked to teach overloads during their first year;
- Summer school teaching load should be considered separately from that of the academic year.

(ii) Evening Classes. Courses taught in the evening by a faculty member may reflect a comparable adjustment as recommended by the Department Chair: either fulfilling the normal teaching load, or an overload and subject to additional remuneration.

(xii) Extra-Institutional Employment

A professor's responsibilities within the institution include effective teaching, student advising and counseling, and participation on specified committees. She/He should maintain currency in his/her field by participation in professional activities and scholarly pursuits available to him/her.

Beyond her/his professional and institutional responsibilities the professor is free to do as he/she will; however, he/she is encouraged to participate in community activities.

Major time-consuming and energy-demanding extra academic activities should be avoided during the scholastic year; however, some adjustments could be made by shifting the professor's load, i.e., he/she could negotiate to teach an underload during one semester and an overload during another, thus balancing his teaching requirements according to her/his needs.

If a professor's teaching performance is considered faulty or ineffectual, he/she and administrative representatives should strive to reach an agreement to solve this difficulty. If this cannot be done, the Faculty Senate, or a committee acting for the Senate, should act as a mediator between the two parties.

Any full-time faculty member who wishes to engage in sustained extramural work (e.g., teaching one or more semester- or quarter-long courses at another institution or conducting extensive contracted research) during the academic year must consult with the Provost before the fact in order to explore the advisability of such a commitment.

3.2 PROFESSIONAL DEVELOPMENT

3.2a Externally Funded Grants and Contracts

Faculty are encouraged to generate and submit applications for grants and contracts funded by non-College sources. These externally-funded grants typically fall under one of two categories. One, those for which the College becomes the grantee: The award is made to the College (rather than the individual) which then is responsible for (1) the appropriate distribution of funds, (2) the performance of award-supported activities, and (3) financial accountability for those funds. These often require a matching financial commitment from the College. The second are those for which professional activities are supported by grants, contracts or personal pecuniary arrangements in which the award is made directly to the individual (rather than the College).
The faculty member should consult with the Provost prior to committing to such activities.

The professional activities supported by externally-funded grants and contracts must conform to the stated purposes of the College and must not attenuate an academic program in achieving its stated educational goals. Moreover, the policy describing **Extra-Institutional Employment** (see Section 3.1h) may be applicable.

Thus, appropriate College administrative offices (e.g., Business, Provost, Development) must be notified about any application plans early in the application process. The faculty member will find these prior contacts prudent because most grant and contract agencies require a signature from one, or more, of these administrative officers on the application.

Resolution of any discrepancy between College policy and a grant or contract proposal will be made on a case-by-case basis.

The policy appears in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Grants and Contracts Policy.

3.2b Faculty Development, Enrichment and Renewal

Faculty development is a joint responsibility of the faculty and the administration. As professionals, faculty have an obligation to maintain currency in their fields and to continue throughout their professional lives to seek to improve their skills as teachers, advisors, researchers and purveyors of public service. The faculty thus approved, and administrative personnel endorsed, this expression of responsibility and the following statements of principles and procedures.

Principles. Programs of faculty development should be based on the following principles:

1. to improve learning, as distinct from merely improving teaching;
2. to help define questions, rather than prescribing answers;
3. to design specific classroom strategies, rather than offering general advice;
4. to appeal to a wide range of intrinsic, long-term motivations to encourage faculty participation (i.e., appeal to intellectual interests, celebrating risks and experimentation, rewarding teams or units rather than individuals);
5. to adopt promising ideas, rather than merely adopting new ones;
6. to pursue long-term quality improvements, rather than merely seeking large numbers of participants.

These principles, while directed toward teaching enhancement, are not to be interpreted narrowly, i.e., programs fostering the development of general "professional expertise" (e.g., Goal 3, below) are consistent with these statements.

Goals. In keeping with the principles outlined above and the mission of Catawba College, faculty development programs should operate to achieve the following ends:

1. improvements in student learning;
2. the creating of a workplace environment in which students can learn effectively and faculty can find personal fulfillment as teachers, researchers and community leaders;
3. the conservation and enhancement of human resources, specifically the intellectual capital, professional expertise and repertoire of skills represented by faculty; and
4. the sustaining of a healthy and productive work force.

Faculty should strive toward these goals, personnel policies should reinforce them, and the College's planning and budgeting processes should support faculty development programs designed to achieve them.

Two programs that follow directly from these principles and goals are the Sabbatical Leave program (see: Section 3.2g) and the Summer Grants programs (see: Section 3.2h).

(i) Professional Travel and Research Funds

Faculty members are encouraged to keep in close touch with their respective professional organizations and attend these association meetings on a regular basis. The College supports such participation at such

meetings by helping to underwrite travel expenses, when the College's financial situation permits, upon application by the faculty member and approval of the department chair and the Provost. However, no department funds are allowed for professional travel unless approved in advance by the Provost.

If the faculty member is to present a formal paper (i.e., of publishable quality), additional support may be available. The Board of Trustees approved a policy that "*In the event a faculty member is to present a formal paper to a professional group, the College will provide an additional sum for transportation upon approval of the Provost and the Business Manager.*" This policy is qualified in that additional assistance will be provided:

- when needed, i.e., assistance will not be available if the faculty member's expenses are underwritten by the organization, or the faculty member is to receive an honorarium or other remuneration;
- if funds are available; and
- depending on the degree of participation, i.e., additional funds are precluded for roles as officers, discussion leaders, or panelists.

Similarly, when possible, the College may allocate funds to underwrite faculty research.

Owing to budget constraints, the degree of support for professional travel and research likely will vary markedly from year-to-year.

The faculty member should contact the Provost's Office for the guidelines currently followed in allocating funds for professional travel and to obtain forms necessary to secure travel funds.

(ii) Sabbatical Leave Program

Sabbatical leaves are awarded to faculty members for the pursuit of scholarly or creative work. Current guidelines and procedures appear in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Sabbatical Leave Policy and Procedure.

(iii) Summer Grant Program

Summer grants have been awarded annually to faculty members to encourage their (a) development as teachers, (b) professional development, and (c) independent research. The Instructional Support Committee develops the priorities for each year, solicits proposals from faculty, and recommends awards to the Provost on the basis of the adjudged match between the proposals and the priorities, i.e., educational improvements that bear on College tenure requirements usually are given the highest priority. The Summer Grant Program will continue to the extent funds are available. Current guidelines and procedures appear in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Summer Grants Policy and Procedure

3.3 FACULTY ENTITLEMENTS

As generally understood, *Faculty Entitlements* refer to (1) College "in-house" commitments to faculty that are vested in the faculty and (2) commitments mandated by statute. This subsection serves only to inform faculty about the presence of various entitlement arrangements. Some have a document (a definitive source) that describes provisions and conditions that govern their implementation, and faculty must refer to that source for specific details.

3.3a Leaves of Absence

Except in extraordinary circumstances leaves of absence are not extended to faculty owing to the adverse impact such leaves might have on course scheduling and teaching responsibilities. Circumstances arising from reasons of health are described in Sections 4.4b (Faculty Sick Leave) and 4.4c (Disability). Circumstances mandated by statute are outlined below.

(i) Family and Medical Leaves of Absence Entitlement

Both pregnancy disability leaves and non-disability-related leave requests for purposes of child care now are required by the Family and Medical Leave Act (FMLA) of 1993. Guided by these two statutes, the College will grant leaves of absence for reasons of pregnancy, personal sickness, the need to care for a family member, or other personal emergencies (Military leaves also are granted) to all eligible employees of the College.

Catawba College faculty members are eligible for up to 12 weeks of leave (may be unpaid) within any 12 month period in accordance with the Family and Medical Leave Act of 1993 (FMLA), as follows:

(1) To be eligible for FMLA leave, one must

a) have been employed by the College for at least 12 months and
b) have worked at least 1250 hours during the 12 month period immediately preceding the commencement of the leave.

(2) The qualifying events for FMLA leave are the following:

- For the birth of a child and to care for a newborn child;
- For placement with the employee of a child for adoption or foster care;
- To care for the employee's spouse, son, daughter, or parent with a serious health condition; and,
- A serious health condition that makes the employee unable to perform the essential functions of their job.
- Employees already eligible for FMLA can use any of their 12 weeks allotment to take leave because of any qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is in active duty or has been notified of an impending call or order to active duty in the Armed forces in support of a contingency operation.
- Employees already eligible for FMLA leave can take up to 26 weeks of leave during any 12-month period to care for a spouse, child, parent, or next of kin with illness or injury incurred in the line of duty while in the Armed forces or National Guard or Reserves.

Where leave is requested for an employee's serious health condition or the serious health condition of a spouse, child or parent, the form to request FMLA leave will be accompanied by an FMLA form known as *Certification of Health Care Provider* which the employee must have completed by the attending health care provider and returned to the Human Resources Office. A completed and returned Certification of Health Care Provider is required and is a condition to the approval of FMLA leave.

A faculty member is required to be absent for more than three (3) consecutive days because of his or her own serious health condition to qualify for FMLA leave. The faculty member should contact the Human Resources Office which will provide the necessary forms for the FMLA leave.

All forms and types of paid and unpaid leave related to an FMLA qualifying absence shall be counted toward an employee's maximum 12-week FMLA leave. The faculty member will be required to utilize any time off provided by the College concurrently with FMLA leave, with both College provided time off and FMLA leave counted towards the 12-week FMLA leave.

A faculty member on FMLA leave is entitled to be returned to the same or equivalent position he or she held when the leave commenced if they return to work during or at the completion of the 12-week period. If the

leave is longer than the 12-week FMLA leave entitlement then the College does not "guarantee" reinstatement to the same or equivalent position.

For purposes of determining eligibility for 12-weeks FMLA leave within any 12 months period, such 12 months period will be measured backward from the date any FMLA leave begins to determine the number of FMLA weeks available.

The Human Resources Officer should be contacted for details about the policy and procedures.

(ii) Military Family Leave of Absence Entitlement

FMLA provisions also state that eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also included a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the national Guard or Reserves who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

The Human Resources Officer should be contacted for details about the policy and procedures.

3.3b Worker's Compensation

The College pays the cost of providing Worker's Compensation according to State law under which prescribed benefits are available in the event of injury or death sustained as a result of employment.

3.3c Unemployment Insurance

The cost of unemployment insurance is borne by the College to provide a degree of compensation, according to law, in the event of unemployment resulting from no fault of the former employee, i.e., did not leave voluntarily, was not dismissed for misconduct and does not refuse suitable employment elsewhere.

3.3d Tuition Provisions

(i) Tuition Waiver at Catawba

In order to be considered for Tuition Remission, an applicant must first be admitted to the College. You are encouraged to apply as early as possible.

The value of the Tuition Remission benefit is net of all other grants, scholarships, and gift aid. This means that all other forms of gift aid (such as, but not limited to North Carolina Need Based Scholarship or Federal Pell Grant) are first applied to tuition, and the remaining tuition balance will be covered by the Tuition Remission Scholarship for which the employee is eligible. Please review this example:

Tuition	$27,000
NC Need Based Scholarship	- $5,000
Federal Pell Grant	- $1,200

Amount of Tuition Remission Scholarship $20,800

Applicants must complete the Free Application for Federal Student Aid (FAFSA). Any outside scholarships can be applied to expenses such as books, room and board, fees, etc. The employee and eligible dependents pay for all books required for course work and any special fees associated with a major field of study. Room and board are not covered.

Full-time employees, their spouses, and their dependent children may receive a waiver of tuition for fall, J-term, spring, and summer terms until a Bachelor's Degree is earned at Catawba College or at another institution of higher education. Once the Bachelor's Degree has been earned an employee of the College will be eligible, using Tuition Remission benefits to "audit" classes for professional development purposes. Tuition Remission benefits are also available for employees (not dependents) who wish to take Graduate level courses at Catawba College.

Full time employees will be eligible for tuition waiver at Catawba College upon employment. A full-time Staff employee will be eligible for tuition waiver for their spouse and/or child(ren) once they have completed one (1) year of continuous service with the College. A full-time Faculty employee will be eligible for tuition waiver for their spouse and/or child(ren) upon employment. The Tuition Waiver benefit is available to "traditional" students as well as students enrolled in our School of Evening and Graduate Studies.

Effective August 1, 2013, all new students, whether the student is the employee, the employee's spouse, or the employee's dependent child, must maintain a cumulative GPA of at least a 2.0, for the Tuition Remission to continue. Should the student's GPA fall below 2.0, the student will be given a "probationary semester" covered by the benefit to improve their GPA to at least a 2.0. If the student fails to bring the cumulative GPA up to at least a 2.0 by the end of the probationary semester, then the student will not be eligible for the Tuition Remission benefit to continue. The student can continue to take classes, if they wish to do so, by paying the current enrollment rate per hour that applies to classes being taught in the School of Evening and Graduate Studies. When the student successfully reaches a cumulative GPA of 2.0, they would become eligible again for the Tuition Remission benefit.

The employee must be employed by the College during any time period where the tuition waiver is being used, by the employee or by a dependent of the employee, except as noted below.

In the event of death or total permanent disability occurring after 30 days of full-time employment with the College, the College will provide a waiver of tuition for each child of that employee who wishes to enroll in the Catawba College undergraduate program and who meets admission requirements. This benefit is available until the child reaches age 24.

In the event of the retirement of a full-time employee who has been working for Catawba College for 15 years or more and who retired at age 62 or later, the College will provide a waiver of tuition for each child of that employee who wishes to enroll in the undergraduate program and who meets admission requirements. This benefit would be available until the child reaches age 24.

The Tuition Remission program is administered by the Vice President of Enrollment Management. Tuition Remission forms are available in the Human Resources Office.

Tuition remission is granted after one (1) year of continuous service for spouses and dependent children to participate in our School of Evening and Graduate Studies Program. The age restriction (under the age of 24) is waived.

This program provides assistance for natural born, legally adopted, or qualified stepchildren who also meet the Internal Revenue Service eligibility criteria and are under the age of 24. The requirement of dependency

is deemed to be satisfied if the child is claimed as a dependent on the employee's federal income tax return for the tax year in which the concession is granted.

(ii) Tuition Exchange Program

Information regarding institutions which participate in the Tuition Exchange program with Catawba College is available from the office of the Vice President for Enrollment Management. The institutions that participate in the Tuition Exchange Program with Catawba College are private colleges and universities.

For dependent children of full-time staff members who attend college elsewhere, at an institution that participates in the Tuition Exchange Program, there will be a cash contribution toward tuition up to ½ of the current tuition rate at Catawba College. Those who attend elsewhere are expected to exhaust all other sources of financial aid with the institution to be attended first. The waiver applies until a degree is earned by the dependent child(ren). The cash payment elsewhere cannot be made beyond eight semesters in a combination of attendance at Catawba College or elsewhere. This benefit would be available until such time the child reaches age 24. Effective August 1, 2013, the student must maintain a cumulative GPA of at least 2.0 at the participating institution to continue to be eligible for the Tuition Exchange Program.

This cash award is available for undergraduate study only. A child already holding an undergraduate degree (baccalaureate or equivalent) is not eligible for this benefit.

This program provides assistance for natural born, legally adopted, or qualified stepchildren who also meet the Internal Revenue Service eligibility criteria and are under the age of 24. The requirement of dependency is deemed to be satisfied if the child is claimed as a dependent on the employee's federal income tax return for the tax year in which the concession is granted.

3.3e Catawba College Early Retirement Program

At the request of the Faculty Senate, the College instituted an Early Retirement Provision to assist interested faculty. The purpose of the provision is to provide financial support to faculty members who wish to retire earlier than age 65 when they become eligible for pension benefits and sources of coverage for medical costs other than the College insurance arrangement. The provision is designed to serve faculty between the ages of 62-65 years.

> ***NOTE**. The College exercised its right to phase-out this provision, and this entitlement will <u>not</u> be available to persons entering into service with the College after May 31, 1994 (Board of Trustees: May 20-22, 1994)*.

Eligibility and Application Procedure. Members of the faculty who (1) entered service with the College prior to May 31, 1994, (2) hold full-time faculty appointments with the College, (3) have completed at least 10 years or service (normally 20 semesters) at the College, (4) are at least 62 years of age or will be before the beginning of the next academic year, and (5) have decided to retire before reaching age 65 are eligible to apply for benefits provided by this program.

The Provost should be contacted for further information about the application procedure and specific benefits and limitations of this program.

3.3f Auditing of Courses by Retired Faculty and Staff

Faculty and staff members who retire from Catawba College will be allowed to audit up to two courses per semester according to College Policy. Permission to audit a course must have written approval from the instructor of the course and the Provost. The auditing fee will be waived for retirees wishing to take advantage of this benefit.

3.4 FACULTY BENEFITS

As generally understood, *faculty benefits* incorporate programs under which payments are available through provisions of wage arrangements, pension plans, insurance policies, i.e., are vested in the College. The conditions and provisions of benefits may be altered by the College. This subsection serves only to inform faculty about the presence of various benefit programs and plans. Most have a document serving as the definitive source that describes provisions and conditions that govern implementation, and faculty must refer to that source for specific details.

3.4a Salaries

Instructional salaries are based on a nine-month academic year and are paid in 12 monthly installments. Payments are made on the last working day of each month.

Monthly payroll deductions are made for Federal and State withholding taxes, Social Security, and the various health and retirement programs and any items (United Way, campus giving) arranged by the faculty member.

Ancillary Remuneration. Payment arrangements for faculty services for which the College separately contracts vary according to the services rendered (in all cases, pertinent payroll deductions are made):

- compensation for summer teaching is at the close of month in which the specific summer term ends.
- compensation for contracted administrative responsibilities typically is included within the monthly installment arrangement the faculty member has selected.
- compensation for an overload typically is included within the monthly
- installments during the semester of the overload. If a faculty member prefers a lump-sum payment at the end of the semester, such a request must be made to the College Controller at the time the contract for the overload is signed.

3.4b Faculty Sick Leave

Catawba College does not have a sick leave benefit for faculty members. In reality, when a faculty member is out of work due to illness, other department colleagues usually cover classes for them. In a case where a faculty member will be out for an extended period of time, the department chair will determine the best way to continue to cover the classes and other responsibilities of the absent faculty member.

A faculty member absent from work qualifies for our Short-term Disability benefits after a 30-day absence. Those benefits are described in Section 4.4c.

A faculty member absent from work qualifies for our Long-term Disability benefits after an absence of 180 days. The long-term disability benefits are paid by an outside insurance carrier and include a salary continuation provision equal to 60% of the normal salary of the faculty member at the time of the commencement of the disability.

3.4c Disability

The College participates in a short-term and long-term Disability Income Program which provides income in the event of disability to the faculty member. In brief, after the waiting period (30 days or 180 days for the short- or long-term disability programs, respectively) and certification provisions are met, the short-term program pays $100/week for up to 22 weeks and the long-term program pays up to 60% of salary at the time of the disability. The College will make up the difference between the $100/week, and 60% of the employee's

normal salary during the short-term disability period. The Human Resources Officer should be contacted for details.

3.4d Hospitalization and Major Medical Coverage

The College belongs to the Blue Options health insurance plan provided by Blue Cross and Blue Shield of North Carolina as of June 1, 2005. In brief, this plan encourages the faculty member to use "in-network" doctors, both "family physicians" and any specialists. The network is "open access": A referral from the family physician to see a specialist is not required.

In-network benefits usually require "co-pays". However, an in-network deductible must be met when outpatient testing, out-patient surgery, or admission to a hospital admission is involved. Out-of-network benefits are included but are subject to deductibles and penalties.

The cost of premiums, borne by the faculty member, is based on a matrix using (1) a sliding scale pegged to salary ranges and (2) the scope of coverage, e.g., an Individual-only, 2-Person, 3-person, or Family plan.

Additional information about the Blue Choice arrangements and/or the program costs is available from the Human Resources Officer.

(i) Continuation Coverage. Under federal law (i.e., the COBRA law), faculty members and their families have the opportunity for a temporary extension of health coverage ("continuation" coverage) at the full group rates, at the person's expense, in certain circumstances under which group coverage otherwise would end, i.e., the faculty member has a reduction in work hours or is terminated for reasons other than gross misconduct. The faculty member must notify the third-party administrator of the College COBRA plan, that continuation coverage is wanted (within 60 days) and the continuation period is for up to 18 months.

Under the COBRA law, if the faculty member dies, is divorced or legally separated, or becomes eligible for Medicare, the option for continuation coverage (in some cases, beyond the 18-month period) extends to the spouse, if covered by the College's group plan. A dependent child covered by the group plan has the option for continuation coverage if the parent (i.e., the faculty member) dies, or becomes eligible for Medicare, or the dependent ceases to be a "dependent child" under the group plan.

Other options also are available under the COBRA law and some restrictions and conditions are present. Complete details can be obtained from the Human Resources Officer.

(ii) Flexible Benefits Plan. The College established (March 1, 1994) a "Cafeteria Compensation Plan" that permits participants to allocate salary- reduction contributions toward permissible expenses thereby reducing the federal and state income tax base. Permissible expenses include payments of health insurance premiums to the College-sponsored health care plan, costs of medical and dependent care (within limits) and premiums for dental and cancer insurance coverage. The Human Resources Officer will provide particulars about this plan and the annual enrollment date.

3.4e Life Insurance Programs

The College currently carries a group insurance plan for all full-time faculty. The premium for term insurance is paid by the College. The amount of coverage currently is the faculty member's current salary rounded up to the next thousand-dollar value.

> **NOTE**: *Effective Jan 1, 2009 the IRS considers the group insurance premium paid by the College for a faculty member in excess of $50,000 as a taxable income for that faculty member. The exact liability is based on the IRS uniform premium tax table. For example, given a $60,000 policy, that*

table will determine the tax liability for the $10,000 excess. This amount will appear on the W-2 statement.

Faculty can purchase additional life insurance coverage at their expense, but these premiums are not covered by "salary reduction" arrangements.

3.4f Property and Professional Liability Insurance

(i) Property. The College's present multiperil policy (renews annually on July 1) provides coverage to losses of College property and extends to a faculty member's personal property, kept on College locations (e.g., offices) due to fire and/or theft subject to limitations of $10,000 for any one person and $100,000 for any one loss. Not all types of property are covered under this policy. The College bears no responsibility to faculty beyond the scope of this policy. Items belonging to the College are covered on a replacement basis with a $1000 deductible applying to each loss. However, loss of personal property belonging to faculty and kept on campus is subject to a $25 deductible provision. A police report must be filed in order for the insurance to pay a claim on any losses. Contact the Vice President of Finance for specific details.

(ii) Professional Liability. The College's Directors and Officers Coverage Policy covers faculty members. The policy carries a $25,000 deductible per claim provision (payable by the College). Under the policy, the carrier accepts liability for damages, defense costs, charges and expenses which are in excess of the deductible. Loss of salary is not included. A number of exclusions are identified within the policy [e.g., "any claims involving allegations of fraud, dishonesty, or criminal acts or omissions," "any claims arising out of (1) false arrest, detention or imprisonment; (2) libel, slander or defamation of character; (3) assault or battery; (4) wrongful entry or eviction, or invasion of any right to privacy."]. The Vice President of Finance should be contacted for specific details about the policy.

3.4g Accidental death and Dismemberment Insurance

Faculty members receive personal accidental death and dismemberment insurance through a rider to the life insurance policy; this coverage is paid in total by the College. The amount of coverage is equal to the amount of life insurance underwritten by the College (see Section 4.4f).

3.4h Retirement Programs

(i) Social Security. All faculty members are covered under the Federal Social Security System as part of the retirement program of the College. Deductions are made from the faculty members' salaries, and matched by the College, in amounts prescribed by law.

(ii) TIAA. The College participates in the Teacher's Insurance and Annuity Association (TIAA) and fully conforms to Federal regulations governing the operation of retirement and pension programs. Participation in TIAA is not mandatory; however, if the faculty member opts to participate the Human Resources Officer will provide information and the necessary enrollment form.

The College suspended the benefit of matching employee contributions to TIAA up to a prescribed amount as of Aug 1, 2009. For faculty hired prior to Dec 31, 2008, and for whom the College matched employee contributions to TIAA, those College contributions are fully vested in the faculty member regardless of length of service. Faculty hired after Jan 1, 2009 must wait three years to become fully vested.

The faculty member has the option of proportioning the TIAA premium between TIAA and the College Retirement Equity Funds (CREF). Further information about TIAA-CREF is available from the Human Resources Officer.

Upon retirement a faculty member, if age 55 has been reached, may receive a lump sum payment equal to 10% of the member's accumulated resources in the program. Details are available by contacting TIAA/CREF directly.

(iii) Tax Shelters. Upon participation in TIAA, the faculty member may elect to have the College pay the entire TIAA amount with a corresponding reduction in salary. Reducing gross income in this manner may result in a substantial saving in federal and state income tax. Taxes on this salary thereby are deferred to a time when, in retirement, the person's tax bracket likely is more favorable.

TIAA also offers a program whereby any faculty member may purchase, on a tax-sheltered basis, annuity benefits, i.e., Supplemental Retirement Annuity (SRA). Those participating have their contributions full vested and subject to withdrawal at any time. The College does not contribute to SRA but will withhold and remit such funds to TIAA. There is a limit as to the percentage of income which may be so applied, so the faculty member's tax and/or financial advisor should be consulted, as well as TIAA/CREF, for more detailed information.

SECTION 4: SELECTED COLLEGE POLICIES

4.1 AMERICANS WITH DISABILITIES ACT

The College does not discriminate against qualified individuals who have disabilities. Moreover, as required by law, the College will provide reasonable accommodations to those students with disabilities who have met the academic standards of admissions. Reasonable accommodations will be given to students with disabilities to assist them in benefiting from the College's programs, activities, services and practices. The complete statement regarding "Provisions of Reasonable Accommodation for Education Programs, Activities and Other Services" is available from either the Academic Resource Center, or the Provost's Office.

Faculty must be aware that provisions of the ADA may bear on their academic practices. Specifically, the ADA provides that "a[ny] person that offers examinations or courses related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes shall *offer such examinations or courses in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements* for such individuals [italics added for emphasis]."

The definition of *person* is broad and includes entities or organizations, and the definition of *disability* covers "...a physical or mental impairment...", although some conditions are expressly not covered. The College policy regarding classroom accommodations for students with learning disabilities (noted below) was effected with this provision of the ADA in mind.

This provision also means, for example, that a student with a disability can request a course be re-assigned into a classroom that is accessible to a person with that disability. That request <u>must</u> be honored unless the organization faces "undo hardship" (i.e., an "action requiring significant difficulty or expense") by compliance.

All provisions of the ADA also apply to faculty, as employees.

4.2 CLASSROOM ACCOMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

By College policy (Faculty Approval: February, 1995), special classroom accommodations will be offered to students with <u>certified</u> learning disabilities in all classes, if the accommodation is reasonably feasible for the affected course and the available facilities:

- Permit audio table recording in class.
- Allow double the usual time for full-period tests and exams.
- Provide a distraction-free environment for taking full-period tests and exams.

The Provost shall determine whether or not the accommodation is reasonably feasible for the course and facilities. Numbers 2 and 3, above, likely will require institutional support, perhaps in the form of a separate, proctored classroom where students with certified learning disabilities can take tests.

The faculty understand that these accommodations are <u>not</u> at the discretion of an individual faculty member, but are intended as a College-wide policy that is binding on all faculty members in courses meeting the above criteria. The complete policy statement is available from the Provost's Office.

4.3 COPYRIGHTED MATERIALS

4.3a Computer Software

According to College policy unauthorized copying or use of computer software violates federal law, a likely breach of a license agreement and an action that also may subject the perpetrator to official sanctions within the College. Faculty, students and staff should assume that copying of software for use on an additional machine is prohibited unless prior approval is obtained from a vendor or a person authorized to give such approval.

4.3b Photocopying for Professional and/or Classroom Use

Faculty members who use photocopies for professional use or for distribution within the classroom must be aware of guidelines that outline minimum standards of "educational fair use". Compliance with these guidelines may bear on the permissibility of such photocopies to serve as "Reserve Materials" in the Library (see Section 6.6).

4.3c Videotape Materials

Faculty members who use video tape materials in the classroom must be aware of the restrictions that apply to those materials.

All guidelines and restrictions appear in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Using Copyrighted Materials.

4.4 EMPLOYEE SUBSTANCE ABUSE POLICY

The College has developed a policy on employee substance abuse to be in compliance with the Drug-Free Workplace Act of 1988. The College certifies that the unlawful manufacture, distribution, dispersing, possession or use of a controlled substance is prohibited on the campus. As a condition of employment by the College, the employee agrees to notify his or her immediate supervisor or an administrative authority of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Employees who violate this policy are subject to appropriate personnel action up to and including dismissal.

In the case of convictions under criminal drug statutes of employees whose salary is provided in whole or in part by grant-making agencies of the federal government, the College agrees to notify the granting agency within 10 days after receiving notice from an employee or otherwise receiving actual notice of such a conviction.

4.5 CONFIDENTIALITY OF STUDENT REDORDS (“FERPA”)

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires, in part, the College to protect the privacy of education records. Thus, College personnel are required to keep confidential all student records which they possess or to which they have access. This protection extends to students' course work as well, e.g., not using modified class rolls/grade report sheets to post grades, the return of evaluated work to students must be done in a non-public manner. With respect to academic files maintained by faculty members (e.g., pursuant to advising responsibilities), access to those files by others is permitted only for official College business, although a student must be permitted to review her or his file upon request. **Those records, either wholly or in part, are distributed to others with the permission of the individual student or when authorized by the Registrar's office**, e.g., when a student changes majors. The two pertinent College policies appear in full on the College website; from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\GENERAL\Student Records: Faculty\Staff Access.

4.6 HAZARDOUS WEATHER AND CAMPUS OPERATIONS

The College will continue to operate as normally as possible during hazardous weather. Any announcement of a decision to curtail College operations, (day and/or evening classes) will be released to local radio stations (WSAT, WSTP) and regional TV stations (e.g., WBTV, WCNC, WSOC, WXII). No decision will be rendered until 5:00 AM on the day in question. When no announcement is made via media outlets, the College is presumed open.

Conditions may vary significantly within the geographical area from which members of the College community must commute, so faculty, staff and students are encouraged to base decisions about travel to the campus on a given occasion on (1) the conditions in their immediate area and (2) their judgment as to whether such constitute a danger.

The complete and current policy statement appears on the Catawba website.
from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\GENERAL\Weather Emergencies.

4.7 COLLEGE POLICY ON HIV INFECTION

The College acknowledges the seriousness of the public health problem posed by HIV Infection and established a set of policies and procedures to be followed in the event a student or employee is infected with HIV. The complete policy and procedure statement is available from the Proctor Student Health Center.

4.8 CATAWBA COLLEGE INTELLECTUAL PROPERTY POLICY

The purpose of this intellectual property policy is to establish means for determining the ownership of the products of original authorship (also known as “informational intellectual property”) and inventorship (also known as “patentable intellectual property”) and for resolving disputes that may arise from time-to-time among authors or between authors and the College.

The policy is only abstracted below; the complete policy statement appears on the Catawba Web site. From the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Intellectual Property Policy.
Any questions about this policy should be directed to the Vice President and Provost.

The College's intellectual property policy applies to all College employees, including full-time faculty, part time and adjunct faculty, administrative officers, and staff. It applies as well to College students if they are employed by the College or contributing to a College project that results in copyrightable (as described below) or patentable intellectual property. More broadly it applies to anyone using College resources under the supervision of College personnel, including volunteers, interns and transient students enrolled at other colleges. Finally, the terms of this policy are embodied in the contracts that govern the work done for the College by consultants and independent contractors.

This policy is applicable to all intellectual property (as described below) created by covered individuals whether acting alone or in groups, performing research or engaging in work or study at the College or in connection with a College program. Because some covered individuals may be collaborating with coauthors or colleagues who would not ordinarily be considered covered individuals, it is important that such coauthors and colleagues be apprised of and assent to the College policy prior to beginning work on any project that might result in intellectual property to which this policy applies.

4.8a What is copyrightable subject matter?

To be protectable by copyright, a work must be original, creative and fixed in a tangible medium of expression from which it can be perceived, reproduced or otherwise communicated directly or with the aid of a machine

or device. In copyright parlance, originality does not mean novelty. It merely means that the work originates with its author. Facts, statistics, or discoveries from nature, for instance, are not original in this sense and not protectible by copyright, nor are ideas, processes or methods of operation. The threshold for creativity under copyright law is regarded as very low. However, the law does not articulate a particular standard. Because a work must be fixed in a tangible medium, a lecture, for instance, is not protectable by copyright, although the written text prepared in anticipation of delivery or a recording of the lecture are protectable. Works of copyrightable authorship fall into eight categories: literary works (including software programs), musical works (including accompanying lyrics), dramatic works (including accompanying music), pantomime and choreographic works (in notated or recorded form), pictorial, graphic, and sculptural works, motion pictures and other audiovisual works (including screen displays), sound recordings, and architectural works.

Copyright ownership. By long-standing tradition, colleges generally do not claim ownership of copyright in scholarly and other professional works created by faculty, staff, and students or share in the revenues derived from the publication, performance or display of such works or from the creation of derivative works, such as excerpts, revisions and translations. The College's intellectual property policy conforms to this tradition: ownership of these copyrights is vested in the covered person(s). The College also waives ownership of copyright products commonly known as "work made for hire," e.g., class lectures, course materials created for use in College curricula. The copyrights in sound or audiovisual recordings of such lectures are also vested in the covered person(s). While the College holds the exclusive right to license the distribution of such recordings for such purposes as distance learning, the lecturer will be permitted to develop the underlying preparatory and lecture materials for future presentations or to negotiate with the College for a license, often on a royalty-free basis, to adapt the lecture for use in a compilation of the author's own works or as a contribution to any other scholarly publication. When works are created for the Institution by administrative officers or members of the staff or other nonfaculty employees within the scope of their employment, the copyrights vest automatically in the College by operation of the copyright law.

4.8b What is patentable subject matter?

United States patent law provides that utility patents may be granted for the invention of "any new and useful process, machine, manufacture or composition of matter or any new useful improvement thereof". The term invention includes a discovery, and the term process means "process, art or method and includes a new use of a known process, machine manufacture, composition of matter or material".

Because publication of potentially patentable material may destroy patentability, it is important that any patentable inventions be disclosed promptly to the College.

4.9 OVERSIGHT OF COLLEGE WEB PAGES

The Faculty Senate adopted the following guidelines regarding individuals responsible for oversight of those College web pages specifically devoted to providing faculty information:

- Individual faculty web pages and class web pages will be under the review of the individual faculty member;
- Departmental web pages will be under the review of that Department Chair, or designee;
- Committee web pages will be under the review of the Chair of that committee, or designee; and
- All other faculty-oriented web pages will be under the review of the Provost, or his/her designee.

4.10 PROFESSIONAL BOUNDARIES BETWEEN FACULTY/STAFF AND STUDENTS OF CATAWBA COLLEGE

One of Catawba College's objectives is to help students achieve personal goals through an education rich in personal attention. To achieve that objective, Catawba College maintains a low student-faculty ratio that

provides faculty with opportunities to counsel students and offer support. Flexible office hours, one-on-one guidance and genuine concern for students are hallmarks of Catawba College's faculty and staff.

While faculty and staff are encouraged to foster wholesome and appropriate relationships with students, consensual amorous relationships between faculty or staff members and students, even of a consensual nature, are inherently problematic due to the unequal status of faculty or staff and students. Such relationships have the potential to threaten the trust and respect that are necessary for wholesome and appropriate faculty/staff-student relationships by creating:

(1) perceived and actual undue favoritism that benefits students in consensual relationships with faculty or staff members;

(2) a hostile and unacceptable environment for other students, faculty and staff, in which obtaining benefits appears contingent on amorous or sexual favors; and,

(3) relationships that are less consensual than the faculty or staff member believes because of the complex and subtle effects of the power differential between faculty/staff members and students.

By jeopardizing the quality of faculty/staff-student interaction, these problems interfere with the mission of Catawba College.

For the reasons noted above, **faculty and staff shall not engage in consensual amorous relationships with students, even if the faculty or staff member has no immediate position of authority with respect to the student. An *"amorous consensual relationship"* is *any romantic or physically intimate relationship.***

Procedures

Implementation. It is essential that faculty and staff members of the College be aware of their responsibilities under this policy. Central to the implementation of this College policy is avoidance of situations that may result in developing such consensual amorous relationship or even the appearance of such a relationship. Professional activities with students are of course fitting and proper; personal or private activities with students should be approached with great caution.

Informal Resolution. Attempts will be made to resolve the situation through informal and mutually satisfactory means. If the situation can be resolved, and professional and a consensual amorous relationships properly separated, and if there is no reason to believe that further problems exist, the matter will be ended.

Formal Complaint Procedures. Any member of the College community who believes that this faculty-staff-student policy is being violated may lodge a formal complaint to this effect with the appropriate College official(s), i.e., Dean of Students, Provost, Human Resources Officer. All complaints must be in writing and will be held in the strictest confidence. Disclosure concerning the existence, source, or substance of a complaint will be solely at the discretion of the College official(s) investigating the complaint and will be limited to those who have an immediate need to know.

The Dean of Students, Provost, and the Human Resources Officer will follow a process like that in the Catawba Sexual Harassment Policy (see Section 4.14) for the investigation and initial resolutions of the complaint to resolve the problem as expeditiously and confidentially as possible. This is a serious issue and has strong ramifications for both the students and the faculty/staff members involved. Students will not be penalized or discriminated against in any way for reporting incidents, but knowingly filing a false or malicious complaint will be considered a violation of the Honor Code.

Violation of this policy may result in sanctions up to and including termination of employment for employees. For faculty members with continuous tenure, any decision to terminate employment will follow procedures for termination with adequate cause.

Amorous Consensual Relationships Between Faculty and Staff

To preserve the integrity, respect, and professionalism among faculty and staff at Catawba College, both the fact and semblance of any exploitation must be avoided. The relative difference in power -- actual or perceived --in working relationships must be recognized by the faculty and staff and must not be employed to anyone's advantage or disadvantage. Therefore, a faculty or staff member shall not exercise direct supervisory, evaluative, instructional, and/or advisory responsibilities, or participate in hiring, retention, promotion, or award decisions, for someone with whom there exists or has existed a consensual amorous relationship within the previous three years.

Faculty or staff who believe that this policy has been violated should report the incident to the appropriate College official(s) (i.e., Dean of Students, Provost, Human Resources Officer), who will follow the Catawba College Sexual Harassment Policy (see Section 4.14) for the investigation and initial resolution of the complaint to conduct and investigation as expeditiously and confidentially as possible. Employees will not be retaliated against for good-faith reporting of violations of the policy or for providing information truthfully in connection with an investigation.

Disciplinary actions under the appropriate policies concerning personal misconduct will be taken against any person bringing a malicious or frivolous complaint in bad faith.

4.11 CATAWBA COLLEGE SEXUAL HARASSMENT POLICY AND APPEALS PROCEDURES

Sexual Harassment Policy for Faculty, Staff and Students:
The Catawba College community values a positive community environment of tolerance, civility, and mutual respect. The College is committed to providing and promoting an atmosphere in which faculty and staff can realize their maximum potential in the workplace and students can engage fully in the learning process. Sexual harassment creates an environment incompatible with its values, is a form of discrimination, and can be illegal. Sexual harassment is unacceptable conduct and will not be condoned in any form at the College.

What Is Sexual Harassment?
"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, or physical conduct of a sexual nature, when:

- Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity;
- Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals ;or,
- Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

By way of example, **sexual harassment** can include:

- sexual innuendoes, "off-color" jokes, sexually-suggestive comments;
- offensive remarks about another person's clothing, body, or sexual characteristics;
- suggestive or insulting sounds;
- implied or overt sexual propositions, or pressure for sex.
- leering or ogling;
- obscene gestures;
- physical intimidation, e.g., blocking, cornering, leaning too close;
- inappropriate touching, fondling or kissing;
- coerced sexual contact;
- placing sexually-suggestive objects, pictures or cartoons in the work or study area.

Sexual harassment can be perpetrated upon members of the opposite gender or one's own gender. Occasional compliments of a socially acceptable nature do not normally constitute sexual harassment. Similarly, depending upon the circumstances (including the nature of course materials or the context of an action), not all verbal or physical conduct will be considered sexual in nature.

The academic setting is distinct in the workplace and the College will maintain and encourage academic freedom. Academic setting will be considered in regard to complaints in the teaching context and to be sexual harassment such behavior must be persistent, pervasive and not germane to the subject matter.

Incidents of actual or attempted sexual assault or rape may be considered sexual harassment but are typically of a much more serious nature and so should warrant more appropriate actions (e.g., bringing criminal charges, reporting to the Office of Public Safety) than this policy provides for and other policies (e.g., Sexual Assault Student Policy[1]) may be applicable.

---

1. From the site index on the Catawba Web page:
http://www.catawba.edu/administrative/studentaffairs/conduct/sexual_assault.asp

---

Harassment Complaints

Catawba College encourages any person who feels he or she has been sexually harassed to take informal or formal steps to deal with sexual harassment. Complaints may be resolved through an informal or formal process as described below. Informal means are encouraged as the beginning point, but *the choice of where to begin rests with the complainant.* Among the informal steps that may be taken to deal with sexual harassment are:

- Clearly say "NO" to the person whose behavior is unwelcome.
- Communicate either orally or in writing with the person whose behavior is unwelcome. The most useful communication will have three parts:
  a. A factual description of the incident(s) including date, time, place, and specific action.
  b. A description of the writer's feelings, including any consequences of the incident.
  c. A request that the conduct cease. Frequently such a communication will cause the unwelcome behavior to stop.
- Speak with the supervisor, department chair, Academic Dean, Provost, Director, academic advisor, or a faculty member who may speak to the person whose behavior was unwelcome. The name of the complainant need not be disclosed. The purpose for such conversation is cessation of the unwelcome behavior.
- Contact the appropriate College official listed below to facilitate a meeting with the alleged harasser.

If the informal process does not resolve the complaint to the complainant's satisfaction, or if the complainant prefers, the complainant may begin the formal process. The first step in the formal process to deal with a sexual harassment complaint is for the complainant to file a written report of the incident to the appropriate College official. Any student, faculty member, or staff employee who knows of, receives information about, or receives a complaint of sexual harassment should report the information or complaint to the Human Resources Officer in a timely manner. The College also reserves the right to act as "complainant" and institute formal proceedings.

If the alleged harasser is:	***Report the harassment to:***
Student	Dean of Students or H.R. Officer
Staff	H.R. Officer or Vice President for Finance
Faculty	Provost or Human Resources Officer
H.R. Officer	Vice President for Finance or President the of College
Other (vendor, guest)	Human Resources Officer or Vice

	President for Finance
Vice President	Human Resources Officer or President of the College
President of the College	Human Resources Officer or Chair of the Board of Trustees

The College's Human Resources Officer is responsible for coordinating the College's efforts to comply with and carry out its responsibilities with respect to sexual harassment complaints. If an employee or student has any questions about how to file a sexual harassment complaint, he/she should contact the Human Resources Officer or the appropriate official listed above.

Investigation And Resolution

The appropriate College official contacted or his/her designee(s) will conduct the investigation with the Office of Human Resources. The investigation will include interviews of the complainant, the alleged harasser, and other persons believed to have knowledge of the allegations as well as a review of any other information pertinent to the allegations. The alleged harasser will be afforded an opportunity to respond to the allegations. Investigations of formal complaints should be concluded within twenty (20) calendar days after they are made. When it is not reasonably possible to conclude the investigation within that amount of time, the Office of Human Resources will notify the complainant and the alleged harasser in writing of the delay and the reasons for the delay.

Additionally, a complainant may elect to withdraw a complaint at any time. However, the College reserves the right to complete the investigation of all complaints where it deems necessary to protect the interests of the College and the community.

The Human Resources Officer will maintain a record of the final disposition of ALL formal complaints, even when such investigations result in a finding of no harassment or insufficient information to find a violation of this policy.

No Retaliation

It is a violation of this policy to retaliate against a person for complaining of alleged harassment, or for assisting, participating, or cooperating in an investigation of sexual harassment. When a member of the College community believes retaliation has occurred, the complainant may bring a complaint under this policy. The College also has the right to make such a determination on its own. Retaliation is a basis for corrective or disciplinary action.

Confidentiality

The College will make reasonable efforts to keep all information relating to sexual harassment allegations and investigations confidential on a "need-to-know" basis, to the extent consistent with the College's legal obligations, the need to investigate allegations of sexual harassment, and the need to take corrective and/or disciplinary action. Any person who violates provisions of this policy including confidentiality provisions will be subject to disciplinary and/or corrective action.

Corrective And/Or Disciplinary Action

Following the College's investigation of any alleged sexual harassment, the College will determine the appropriate corrective or disciplinary action. This may result in immediate sanctions, up to and including termination of employment for employees and immediate dismissal from the College for students if they are determined to have engaged in sexual harassment. Conduct approaching sexual harassment may also result in corrective and/or disciplinary action. For faculty members with continuous tenure, any decision to terminate shall then follow procedures for termination with adequate cause.

The President of the College, or her/his designee, may impose a summary suspension prior to the resolution of the informal or the formal proceedings. A summary suspension may be imposed when, in the judgment of the

President, the accused individual's presence on campus would constitute a threat to the safety and well-being of the members of the College community. During the summary suspension, the accused individual will not be permitted on College property without the approval of the President of the College.

Improper Complaints

This policy shall not be used to bring frivolous or malicious complaints against anyone. Making a knowingly false complaint subjects the complainant to disciplinary or corrective action. However, failure to prove a claim of sexual harassment does not constitute proof of a false and/or malicious accusation.

The Appeal Process: Sexual Harassment Grievance Committee

In the event a person is found in violation of this, he or she may appeal the decision and/or the sanction. Such appeal must be made within ten (10) days of notice of that decision and/or sanction. Such appeal must be made in writing and submitted to the Chair of the Sexual Harassment Grievance Committee.

The Sexual Harassment Grievance Committee will be comprised of:

* Two students[2] recommended by the President of the Student Government Association, or the Dean of Students.

---

2. The student representatives will serve on the Committee only when a student is involved in the sexual harassment case being heard.

- Two representatives of the College staff appointed by the President of the College.
- Two representatives of the College faculty appointed by the Provost.
- The Human Resources Officer shall serve in an ex officio (non-voting) capacity.
- The Provost and the Dean of Students or their designees.
- The Secretary of the Sexual Harassment Grievance Committee shall be the Administrative Assistant assigned to the Provost's Office.

The Chair of the Committee shall be approved by majority vote by the committee members.

Sexual Harassment Grievance Committee Procedures:

a. Confidential notice in the form of the written appeal will be provided to the Committee and the alleged harasser and complainant. The date and time of the hearing will be provided to all persons involved (alleged harasser, complainant, committee members, and any witnesses such as the investigators of the formal complaint).
b. A verbatim record of the hearing including documentary or other evidence, but not the deliberation, will be made and kept secure and confidential as College property in the Human Resources office for a period of no less than three years.
c. All parties will be afforded an opportunity to obtain and present necessary witnesses and documentary or other evidence. Neither the alleged harasser nor the complainant may be represented by legal counsel at the hearing. A member of the College community (any non-lawyer faculty, staff or student being otherwise uninvolved in the matter) may attend at the request of a party but may not speak or participate directly in the appeal. If a committee member investigated the complaint being appealed, or otherwise was involved in the matter in a manner that makes it difficult to be impartial, he or she will not participate in Committee deliberations or vote but shall be available to testify.
d. All parties will have the right to raise questions to the Committee to be asked of witnesses including other parties. The Committee will not be bound by strict rules of legal evidence and may hear any evidence that it deems of probative value in determining the issues involved. Decisions about procedural questions are subject to final decision by majority of the Committee. Every effort will be made to keep said evidence confidential within the proceedings. Committee decisions are determined by consensus when possible; otherwise, a simple majority rules.

e. The Sexual Harassment Grievance Committee will make findings about the appropriateness of the decision and/or sanctions and, if it determines sanctions should be different, it will provide a clear and specific list of charges and recommended sanctions in a report to the President of the College. This will stand as the College's final decision unless timely appeal is made per the procedures below.

All steps of inquiries into complaints by the Sexual Harassment Grievance Committee will be closed and will be confidential. All members of the committee, the complainant, the alleged harasser, and all other parties involved in the hearing will be reminded of their obligation to maintain confidentiality of the complaint and evidence presented at the hearing.

The Committee may affirm the prior decision and/or sanctions, remand the matter for further investigation as to specific matters or reverse the prior decision.

Right To Appeal

The complainant and the harasser shall have the right to appeal the decision of the Sexual Harassment Grievance Committee to the President of the College if either party believes the actual process identified in this document has been violated or disagrees with the sanctions. In exercising the right of appeal to the President of the College, a written appeal must be made within ten (10) days after written notification of the decision being appealed. The President of the College may receive additional information if he/she believes the information will aid in the decision. A decision will be made within ten (10) days. The complainant and the harasser will be notified of the decision. The decision of the President of the College will be final. During the time of appeal and review by the President of the College, disciplinary action recommended as a result of the original complaint will not be implemented and/or enforced.

4.12 TITLE IX GRIEVANCE PROCEDURES

To appear

4.13 STUDENT ACADEMIC GRIEVANCES

Title IX of the Education Amendments of 1972 requires that colleges not discriminate against students on the basis of gender, and a grievance procedure be established and made available to those who allege discrimination in academic and non-academic matters.

The faculty (October, 1976) established such procedures and extended the procedures to include grievances beyond those based on gender, i.e., to include academic grievances (April, 1985; Revised: March, 1995; April, 2000). In brief, the specific procedure for due process of the resolution of a complaint is as follows:

1. The parties shall first attempt to resolve the grievance between them.
2. If no resolution of the grievance is achieved, a party may appeal her/his complaint to the chair of the department in whose department the complaint originated for further attempt at resolution.
3. If the grievance still is not resolved, a party may appeal her/his complaint in writing to the Provost for further attempt at resolution. A complaint regarding a final grade must be made in writing to the Provost within 40 calendar days of the next regular (non-summer) date of registration after the end of the semester in which the grade was earned. In the case of *I* grades, a party must make the complaint in writing within 40 calendar days after the *I* grade was changed. The letter should confirm that steps 1 and 2 were accomplished.
4. If the grievance is yet unresolved, the Provost may convene an *ad hoc* Academic Grievance Panel (AGP). A party does not enjoy the privilege of self-referral to an AGP or of any other administrative recourse. The AGP will hear complaints only after due process procedures (outlined in 1-3, above) has been exhausted.

The AGP is considered by the faculty to be the last source of appeal for an academic grievance. A non-binding recommendation will be offered, i.e., the final decision on academic matters rests with the professor. Any further recourse would take the form of a legal process.

The intent and scope of the **Academic** Grievance Panel differs from those outlined for the **Faculty** Grievance Committee (in Section 1.6d(ii)).

The full set of guidelines and AGP procedures appears on the Catawba Web site. from the site index: HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Academic Grievance Panels.

4.14 CATAWBA COLLEGE WHISTLEBLOWER POLICY

Catawba College expects all employees to conduct all business and College-related transactions and practices in a highly ethical and legal manner and in accordance with the College's policies and procedures. Any employee having knowledge of any business dealings that are not within this standard or that violate federal, state or local statues should immediately report such activity to the Chair of the Board of Trustees or his/her designee. The name, address and other contact information about the contact person on the Board of Trustees will be made available to all employees by the President of the College.

Whistle blowing occurs when an employee brings attention to any improper, dangerous, illegal, or unethical business and/or College-related practice(s) engaged by College employees to the Chair of the Board of Trustees or his/her designee. Employees bringing such practices to the attention of the Chair of the Board of Trustees or his/her designee will be protected from actions of retaliation.

Catawba College prohibits retaliation, including, but not limited to, making threatening communication by verbal, written, and/or electronic means, against any individual who reports and /or communicates any information concerning unlawful practices and/or violations of College policies, rules and standards of conduct. Any employee found to be engaged in retaliation will be subject to disciplinary action up to, and including, termination of employment.

The College will not discharge or discriminate against any employee with respect to compensation, terms, conditions, or privileges of employment because the employee (or any other person acting pursuant to the request of the employee) reports, discloses, testifies, or otherwise informs any local, state or federal government authority, or the Chair of our Board of Trustees or his/her designee.

SECTION 5: SELECTED ACADEMIC SUPPORT SERVICES

5.1 SAFETY AND SECURITY

The principle function of the Public Safety Office is to provide maximum protection for persons and property on campus. Generally one or more officers are on duty 24 hours a day. Special requests for security personnel that require overtime pay must be compensated by the person or department requiring those services. A full set of Public Safety Office guidelines and policies may be obtained from that office.

5.1a Emergencies

For minor accidents, first aid kits are available in most campus buildings. The Proctor Health Center also may be contacted in such circumstances.

The Salisbury City Police and the Salisbury Fire Department also serve the campus in an emergency. **The fire department may be contacted for emergency medical services: obtain an outside line (dial 9) and then dial 911**.

5.1b Catawba College's Emergency Response Plan

The Catawba College Emergency Response Plan formally establishes and documents a coordinated plan for responding to crises, whether large or small, which may arise in spite of all mitigation efforts. The aim for this plan is to provide a flexible framework of procedures which will be periodically reviewed and regularly exercised so that when crises occur the College's response will be effective and efficient to protecting human life and health and in preserving College property and resources. The protection of human life and health is of the utmost importance and shall take precedence throughout this combined effort. The Emergency Response Group is a group of employees from across various areas of campus who meet regularly to keep the emergency response plan up to date, who work with local emergency response groups, and who undergo training for all types of campus emergencies. You can contact this group through Tonia Black-Gold, Chair, at tblackgo@catawba.edu. Catawba College emergency response information, including the Catawba College Threat Assessment Team ("TAT") and CatWatch, can be found at www.catawba.edu/emergency.

5.1c Threat Assessment Team

The mission of Catawba College's Threat Assessment Team ("TAT") is to promote: (1) the health and safety of the campus community, and (2) community members' health, well-being, and successful experiences by coordinating information and developing support plans for people of concern. The TAT serves both students and employees and is charged with the task of determining if an individual poses, or may pose, a threat of violence to self, others, or to the Catawba College community and to intervene to avert the threat and maintain the safety of the situation. The TAT responds to behaviors exhibited by students, employees, visitors, and nonaffiliated persons prior to a critical incident in an attempt to prevent violence so that the Catawba College campus remains a safe and secure learning and working environment.

5.1d Catwatch

Through CatWatch, the Catawba community can report behaviors of concern, suspicious activities or incidents on or near campus. This includes any concern that one thinks may pose a threat of violence. The information shared will be used to investigate and intervene in situations of concern. Four reporting methods are available for threatening behaviors or situations: (1) call Public Safety at 704-637-4000 or dial 911, (2) report an incident or a concern online at www.catawba.edu/catwatch, (3) make a report by telephone by calling 704-637-4000 Public Safety or 704-637-4410 Student Affairs, (4) make a report in person by contacting any administrative office on campus for assistance.

5.2 INFORMATION TECHNOLOGY

5.2a Scope and Mission of Information Technology

Information Technology is responsible for creating and maintaining the Information Technology (IT) infrastructure at Catawba College. This includes the data, voice, and cable networks and all the computers, devices, software systems, and databases that connect to these networks. Information Technology's goal is to provide secure and reliable technology that advances teaching and learning and streamlines administrative business processes.

5.2b Structure of Information Technology

There are four teams that comprise the Information Technology department which reports to the Chief Information Officer. These teams are:

- **Systems/Networking** – personnel charged with the research, development, deployment, and maintenance associated with the servers, network infrastructure and equipment, network security, operating systems, databases, and software applications that serve the campus community
- **Enterprise Systems** – personnel charged with developing, enhancing, and supporting the technology applications that serve the business needs of the College
- **Process Improvement** – personnel charged with analyzing business and academic processes and applying technology solutions to reduce cost, improve efficiency, and increase customer satisfaction
- **Technical and Instructional Support Team** – personnel charged with the research, development, deployment, and maintenance associated with the personal computing and telephony infrastructure on campus, including hardware, software, and peripherals. They provide customer service and technical support to all Catawba faculty, staff, and students via the Help Desk. This group also develops customer training, documentation, and online tutorials. Instructional Support personnel focus on working with faculty and academic departments to provide technology solutions that support teaching, learning, and research. They support the use of computer and presentation technology in classroom and meeting facilities across campus.

5.2c Technology-Enhanced Classrooms

Wireless access is available in all Catawba buildings (academic, administrative, residential) and classrooms. The campus shares a 200Mbps connection to the commodity internet and a 50Mbps connection to Internet2. Plans are underway to add another 400Mbps of commodity internet bandwidth in early 2013.

More than 40 classrooms on the Catawba campus are technology-enhanced, equipped with a wired Ethernet port (in addition to wireless), projection devices for displaying a laptop or mobile-computing device, a sound system for audio/video, as well as a DVD and VCR player for viewing these media. Four classrooms are outfitted as computer labs with a desktop computer at every seat: Ketner Hall 340 with 25 stations, Hedrick Administration Building 228 with 25 stations, the Library Instruction lab with 32 stations, and Center for the Environment 208 with 19 stations. In addition, Ketner Hall 210 has been outfitted as a Distance Learning Video Classroom, with Promethean smartboard and video-conferencing capability. To ensure that your class regularly meets in a space with the technology it needs, contact the Registrar's Office. These facilities may also be reserved for one-off class meetings and events by contacting the Catawba Conferences office, or by submitting a Space Request via the Central Campus Calendar.

Note that most of the technology-enhanced spaces at Catawba College require that faculty bring their laptop to the classroom, although there are eight classrooms on campus (seven in Ketner Hall as well as the Library

Instruction lab) that have a computer at the podium in addition to supporting connecting a laptop. For a complete list of technology-enhanced classrooms and details on the features in each room, please visit the **IT Resources** channel on the CatLink *Technology* tab.

The College provides a Windows ThinkPad or Apple MacBook laptop to all full-time faculty. Part-time faculty are expected to bring their own computing device and follow the procedures described on the **CatNet Connect** channel of the CatLink *Technology* tab in order to connect to Catawba's secure wireless network; or use one of the classrooms with a College-owned computer at the instructor podium; or obtain a College loaner laptop (the School of Evening and Graduate Studies, the Library, and IT all have a limited inventory of loaner laptops). Exceptions to this expectation must be approved by the School Dean and the Department Chair.

5.2d Training and Instructional Support

IT offers technology training to the Catawba College community through a variety of methods. Training sessions and/or web-based tutorials and documentation are offered to faculty and staff when new software or equipment is introduced or when significant product updates occur. Faculty may request one-on-one training at any time by contacting the Help Desk. The Catawba community also has access to a large library of guides, tutorials, webcasts, videos and other learning materials by logging in to CatLink and clicking the *Technology* tab. For more information about training opportunities, contact the Help Desk via helpdesk.catawba.edu or by calling 704-637-4666.

5.2e Support for Faculty

Technical support for College-owned hardware and software is provided by IT staff.

IT supports both Windows and Apple platforms.

The campus network, both wired and wireless, extends to all buildings and provides access to campus resources as well as the internet.

All faculty are provided with email accounts and file storage space on the network servers. Requests for larger amounts of storage space can be submitted to the Help Desk.

All technology purchasing for the College is centralized in the IT department. Faculty with new technology needs should involve IT as soon as possible in researching and pricing solutions. For personal technology purchasing, some significant discounts are available to faculty by virtue of Catawba's relationship with various vendors. See the Technology Purchasing webpage for details.

5.2f Information Technology Policies

- Acceptable Use Policy
- Cell Phone Policy
- Copyright Law & File Sharing Policy

Please visit the **Policies** channel on the CatLink *Technology* tab for the latest policy information.

5.3 BUSINESS OFFICE

5.3a Purchasing Policies

College policy mandates that no item can be ordered, using College funds for payment, without the use of a purchase order requisition based on the following guidelines:

- **Petty cash purchases** are permitted without a purchase order, but no single item whose value exceeds $50.00 may be so purchased. Receipts for all petty cash purchases must accompany requests for reimbursement.
- An **Under $100 Purchase Order** may be used without first submitting a requisition form. However, if the sum of a set of low-cost items from a vender exceeds $100, a requisition request first must be submitted.
- A **Requisition request** to purchase goods or services expected to range between $100-to-$1,000 must be accompanied by at least three price quotations.
- A **Requisition request** to purchase goods or services in the $1,000-to-$5,000 or over $5,000 must be accompanied by additional information (see the Chief Financial Officer for details).

All purchases will be charged against the budget account assigned to the requesting department. For accounting purposes, the appropriate sub-code number (e.g., equipment, repairs) is assigned to each purchase order.

5.3b Travel Funds: Advances and Reimbursements

All requests for College funds for purposes of travel must be approved in advance through the use of the *Travel Expense Report* Form. This form can be obtained from the Provost's Office, co-signed by the department chair, and, if nondepartment funds are requested, submitted to and approved by the Provost. No department funds are allowed for professional travel unless approved in advance by the Provost.

The complete set of procedures are available from the Chief Financial Officer (Source: Mar 31, 2005), but the key points are provided in this subsection. The degree to which the College will underwrite the costs of a faculty member's expenses incurred on behalf of the College are guided by the following:

- the College will **not** pay for alcohol, cigarettes, movies, personal items, and/or fees for airfare ticket changes;
- mileage will be paid at the current government rate and changed by the College annually on June 1 of each year;
- mileage reimbursement is based on the starting point, travel to point, and ending point entries in the Purpose section of the "Travel Expense Report";
- gasoline receipts will not be honored if mileage is paid;
- meals are paid on actual basis (not by *per diem*) and should be itemized by the faculty member;
- receipts must be submitted for all expenses being reported (including meals) to receive reimbursement;
- personal credit card expenses will be reimbursed upon completion of the travel event.

(i) Advances. If the faculty member wishes approved funds prior to the travel, a completed *Request For Check* Form, similarly endorsed, must accompany the *Travel Request* Form. If approved, a cash advance will be issued no sooner than 5 days before the travel event.

When the travel is completed, the faculty member must report expenditures using the *Travel Expense Report* Form within 5 business days and append original receipts to the form (the faculty member will be responsible for expenditures without receipts). Unused funds must be turned in to the Cashier along with this form.

(ii) Reimbursements. If reimbursement of expenses is anticipated, the *Travel Expense Report Form* as well as the *Request For Check Form* should be completed upon return to Campus. These forms are available in the Business Office. As noted above, all expenditures for which reimbursements are requested must be documented by receipts and delivered to the Business Office (unless directed otherwise).

5.4 CATAWBA CONFERENCES

Catawba Conferences handles all scheduling of facilities for both on campus and outside events. This includes set-up/break-down and monitoring of events such as weddings, concerts, reunions, seminars, receptions. With

a full-time staff, simultaneous events can be arranged to occur on campus. By renting the facilities to the public when not in use by campus events, revenue is generated to help maintain the facilities.

Catawba Conferences must be contacted to reserve classrooms for nonclass activities, e.g., meetings of campus groups.

Catawba Conferences also is responsible for scheduling summer camps held on the campus of Catawba College.

5.5 THE COLLEGE COMMUNITY CENTER

College functions must be scheduled on the Center's calendar, as do community events, but College functions do not take precedence over community events. Rental arrangements can be made for private functions sponsored by a faculty member, e.g., wedding receptions, private dances, private parties. A full set of policies and procedures (and rental fees) can be obtained from the Catawba Conferences office. No reduced fee is given to College personnel for private functions.

5.5a Performance Events.

Faculty passes will be issued without charge for performances presented by the School of Performing Arts. Requests for passes should be directed to the College Community Center office.

5.6 LIBRARY SERVICES

A description of the full range of library services and policy statements are available from the library staff, and only some are outlined briefly in this section.

5.6a Faculty Use of Library Materials

Faculty may check out an unlimited number of nonreference books for their professional use and classroom needs. All materials checked out by a faculty member are his or her responsibility. Faculty loans are subject to recall after two weeks if the items are needed by another faculty member or Catawba student. However, an item may be recalled immediately if needed for the reserve area.

All items on loan to continuing faculty are due no later than June 15 of each year (but can be renewed at that time). Any materials not returned by June 15 will be presumed lost, and the faculty member billed from the Business Office.

5.6b Inter-Library Loans

Photocopies from periodical sources not held by the library can be obtained via inter-library loan as can books and audio-visual rentals. Some of these services require a purchase order (co-signed by the department chair) which requires budget code information. All inter-library loan requests must be made through the Library's link on the Catawba Website.

5.6c Placing Materials on Reserve

Reserve assignments are coordinated from the Circulation Desk. Faculty must sign a "Release form" for each copyrighted, photocopied item placed on Reserve. The use of photocopies as reserve items is governed by the guidelines given for copyrighted material in Section 4.4. The library assumes no responsibility over personal materials of faculty placed on reserve.

5.6d faculty Participation in Collection development

Faculty are urged to participate in acquisition decisions for their department. From the annual library budget, a Library Access Budget is determined which, in turn, is apportioned to the various academic units by a modified Clapp-Jordan formula. The amount accorded the department for acquisition of materials is

communicated to the department chair. The current procedure governing departmental allocations and acquisition requests, and other issues, are available on the College website; from the site index:

HUMAN RESOURCES\CAMPUS POLICIES AND PROCEDURES\ACADEMIC POLICIES\Library Acquisitions Procedure.

5.7 THE OMWAKE-DEARBORN CHAPEL

The chapel is made available for functions consistent with the nature and purpose of the facility, e.g., weddings, funerals, recitals, concerts, religious activities. Arrangements for the use of the chapel, or any particular part of the building, must be made through the Campus Conferences office. A complete set of policies and procedures (and rental fees) can be obtained from the Campus Conferences office. For example, the rental fee for a wedding involving a faculty member is significantly lower than the prevailing wedding rental fee charged to non-College persons.

5.8 PHYSICAL EDUCATION FACILITIES

Faculty members and their families are encouraged in the regular use of the facilities of the physical education plant. Special activities and classes are scheduled periodically during the school year with the faculty receiving advance notification about these events. A current schedule of events, including the pool schedule, is available from the Physical Education and Recreation Department office.

Procedures for use of the Physical Education Center also are available from the Office of the Physical Education and Recreation Department.

5.8a Athletic Passes.

Family passes will be issued without charge to the faculty member for basketball, baseball, track and other sports when requested from the Development Office.

5.9 STUDENT CENTER FACILITIES

The Cannon Student Center houses several conference rooms, the cafeteria, the bookstore, the Proctor Health Center, the Student Affairs Office, Career Services, Counseling and Disabilities Services, and a post office. Arrangements can be made to use many of these rooms for academically-related purposes through the Catawba Conferences office.

5.9a The Bookstore

The manager of the bookstore orders all textbooks and stationery needed by students in their academic pursuits. The faculty member is responsible for completing book order request forms for their classes, having each co-signed by the department chair, and returning these forms to the bookstore manager. The bookstore manager, in turn, orders and sells the books to the students. Faculty members shall neither order, nor sell the books personally and should obtain desk copies from the publisher.

5.9b Post Office Services

A post office, operated by the College, is located in the Cannon Student Center adjacent to the bookstore. A mailbox is assigned to each faculty member either individually (if requested and if space is available), or by department. Notices to students or faculty (via campus mail) can be deposited in the mail slot so marked.

5.10 FACILITIES

The Facilities Office oversees:

- the Maintenance Department, which is in charge of maintaining all institutional properties;
- the Housekeeping Department, which is responsible for cleaning of all institutional properties; and,
- the Grounds Department; which handles campus beautification.

5.10a "Work-Orders": Repairs and Replacements.

Current policy directs that work-order requests must be submitted for any services that require Facilities personnel. Such services include limited repairs (e.g., electrical, mechanical, plumbing, painting, and carpentry) as well as replacements, e.g., fluorescent bulbs. Work-order requests should be made by completing the form at CATLINK\WORKORDERS.

5.10b Remodeling.

The remodeling of existing facilities (including installation of shelves) will be made pending availability of time and staff. The department budget will be charged the costs of such refurbishing.

Under current policy a "Project Agreement" must be submitted by authorized Department Heads to the Director of Facilities for all projects including: building of any size or type, interior or exterior construction in any building on Catawba College grounds. This includes planning or reconstructing. The Director of Facilities will collect an estimate of cost from his personnel or outside source for price comparison and submit Project Agreement to the Vice President of Finance for approval. If funds are not available at that time, the Director of Facilities will return the Project Agreement to the requestor in order to be submitted at a later time. **Projects are not to be done outside of this agreement**.

5.10c College Tools and Equipment.

According to policy, a faculty member may be permitted to borrow hand tools and equipment (but not College vehicles) for personal use provided those items are not in use or reserved for use. Arrangements can be made through the Facilities Office.

5.10d Housekeeping.

Any matter pertaining to housekeeping services (i.e., the cleaning of offices, classrooms) should be directed to the Facilities Office by submitting a work-order request.

5.10e Keys.

According to policy, a work order request, submitted by the department chair, must be received by the Facilities Office to obtain keys, including duplicate and/or replacement keys. The faculty member is responsible for the security of all keys and must return them to the Facilities Office at the end of her or his teaching service.

5.10f Reserving College Vehicles.

Reservations for a vehicle should be made at least two (2) weeks prior to the date(s) needed. The Facilities Office will make arrangements for a rental vehicle from a commercial vendor for the department's use.