



NEWBERRY COLLEGE

FACULTY POLICIES MANUAL

2010—2011

FOREWORD

Newberry College received its charter as a liberal arts college from the State of South Carolina in 1856. The charter is the basic document governing institutional life. The Constitution of Newberry College states in Article I, Section 1.05 that “the property of Newberry College, both real and personal, shall be held by the Board of Trustees...as a sacred trust for and under the guidance and direction of the controlling Synods....” Since the Constitution assigns governance and control of academic affairs to the faculty, it is the faculty who must ultimately shape the educational program of the institution.

The College is committed to maintaining the highest professional standards and ethics in all of its relationships with faculty members. The success of any organization, of course, depends upon the mutual confidence and respect shared by all its members.

The first *Newberry College Faculty Policies Manual* was approved by the full faculty in 1970; it was rewritten and enlarged in 1972 and was revised in 1975, 1978, 1981, 1984, 1989, 1991, 1995, 1998, 2001, and 2008-2010. The 2010-2011 edition of the *Faculty Policies Manual* is the result of cooperative work by the Faculty Policies Manual Task Force, the Faculty Council, the Faculty, the Executive Vice President for Academic Affairs and Dean of the College, the Cabinet (now entitled Senior Leadership Team), along with the College President as they sought to update and clarify the previous edition. In 2008 the Faculty Policies Manual Task Force separated the contents of the policies manual into two resources: (1) the *Faculty Policies Manual* that contains relatively unchanging policies and procedures pertinent to faculty only and (2) the online *Faculty Handbook* that contains frequently changing cross-campus policies and procedures. Both documents describe the complete functions and interrelationships of the institution. The Newberry College administration and faculty recognize the value of various statements, guidelines, and policies that have been developed by the American Association of University Professors (AAUP) and other professional organizations within the field of higher education. As previous practice has demonstrated, these guidelines have been seriously considered in structuring various institutional policies in the *Faculty Policies Manual* and in the *Faculty Handbook* (e.g. academic freedom, due process rights, and deadlines for contract distribution) toward the Newberry teaching staff.

In terms of defining the specific employment relationship between individual faculty members and this institution, the *Newberry College 2010-2011 Faculty Policies Manual*, the annual teaching contract, as issued by the President and signed by the teaching staff member, along with the online *Faculty Handbook* and the *Employment Guide*, are the sole determinants of employment relationships and obligations. It must be remembered that the formulation of institutional policy is an ongoing process and must remain flexible. Therefore, this *Faculty Policies Manual* is a statement of the working arrangements within Newberry College at the present time. It is always open to review and revision in order to better serve the dynamic institution it represents.

THIS POLICIES MANUAL DOES NOT CONSTITUTE A CONTRACT.
2010–2011

Charter, Constitution, and By-Laws

Follow this link for these documents:

http://www.newberry-college.net/faculty_policies_info/

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SECTION I

GENERAL INFORMATION

A. INTRODUCTION

Fulfilling its educational mission in association with the Lutheran Church for more than 150 years, Newberry College was chartered in 1856. Today Newberry is owned and supported by the South Carolina, Southeastern, Florida/Bahamas, and Caribbean Synods of the Evangelical Lutheran Church in America (ELCA). On January 1, 1988, the Lutheran Church in America (LCA) merged with the American Lutheran Church (ALC) and the Association of Evangelical Lutheran Churches (AELC) to form the Evangelical Lutheran Church in America.

B. BOARD OF TRUSTEES

The Board of Trustees, the governing body of the College, has a maximum of 29 voting members elected by the Board for three-year terms with no limit on the number of terms. At least 50% of the Trustees are either members of congregations of the Lutheran Church or graduates of Newberry College. Six members are ratified by the supporting synods—two from the South Carolina Synod, two from the Florida/Bahamas Synod, and two from the Southeastern Synod. The Board elects no more than 19 members at large.

The College President, the Faculty Council Chair, and the representative of the Vocation and Education Unit of the ELCA are *ex-officio* members of the Board without vote.

The President of the Newberry College Alumni Association Board of Managers, the President of the Newberry College Athletic Club, one synodical bishop, and the Chair of the Newberry College Foundation Board of Directors are voting members of the Board.

Two faculty-elected representatives serve on the Academic Affairs and Honorary Degrees Committee of the Board of Trustees.

C. PURPOSE AND OBJECTIVES

Newberry College is an undergraduate college offering four bachelor's degrees (Bachelor of Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science). The College is owned and supported by four Synods of the Evangelical Lutheran Church in America (ELCA). The following Newberry College Mission Statement was reviewed and approved by the Board of Trustees in September, 2006:

Newberry College challenges and nurtures students for lifetimes of service and leadership through intellectual transformation, social development, a culture of physical well-being, and spiritual growth by providing a Christian education in the Lutheran tradition.

The goals of the Newberry College educational program are to provide an environment and the resources through which students have the opportunity to:

1. Gain a basic knowledge of the arts, humanities, social sciences, and natural sciences as expressions of human culture and as ways of understanding the world and our place in it.
2. Gain an in-depth knowledge of the history, methods of inquiry, and current intellectual claims of a specific disciplinary or interdisciplinary area of study.
3. Develop the skills of critical analysis in order to solve problems in both a humane and a scientific context.
4. Develop effective oral and written communication skills.
5. Acquire knowledge and skills for the effective use of information technology.
6. Acquire an understanding of the heritage of the Christian faith and its ethical implications to develop a set of values for guiding life choices.
7. Develop an appreciation for the dignity and worth of all individuals and the skills and personal qualities that contribute to fulfilling relationships with people of diverse backgrounds.
8. Obtain knowledge and develop attitudes and habits that will contribute to life-long emotional and physical health.
9. Develop the ability to work with others as leaders or as members of a team to accomplish common goals in the workplace or in civic, religious, or other organizations.
10. Acquire knowledge and skills that foster and sustain life-long personal growth and professional development.

D. ACCREDITATION

1. Description

Newberry College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 (telephone: 404-679-4501) for questions about the accreditation of Newberry College. The Commission is to be contacted *only* if there is evidence to support an institution's significant non-compliance with a requirement or standard.

The Department of Education at Newberry College is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 (telephone: 202-466-7496) . This accreditation covers initial teacher preparation programs at Newberry College. NCATE is recognized by the U.S.

Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Other accrediting bodies by which Newberry College is accredited include the National Association of Schools of Music (NASM), the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the National Council for the Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), the National Council of Teacher of English (NCTE), the National Science Teachers Association (NSTA) and the National Association for Sports and Physical Education (NASPE).

The Department of Nursing at Newberry College has applied to the Commission on Collegiate Nursing Education (CCNE) for initial accreditation of its nursing program, which will be retroactive to fall 2010, pending the final decision of CCNE.

Accreditation compliance reports and letters of notification of accreditation status are on file in the Office of Institutional Effectiveness.

Newberry College is also a member of the Council of Independent Colleges; the American Association of Colleges for Teacher Education; the Lutheran Educational Conference of North America; the South Carolina Association of Colleges and Universities; the South Carolina Independent Colleges and Universities; and the National Collegiate Athletic Association (Division II).

The Office of Institutional Effectiveness, under the supervision of the Office of the President, coordinates all accreditation matters for Newberry College.

The next accreditation visit for SACS is in October 2011; NCATE, September 2011; and NASM, March 2012 (tentative).

2. Faculty Participation in the Accreditation Process

SACS accreditation is coordinated by the Executive Director of the Office of Institutional Effectiveness; NCATE by the Department of Education; and NASM by the Department of Music.

Faculty members are active in all phases of the accreditation process. SACS accreditation requires an oversight committee (Integrity) chaired by a faculty or staff member to evaluate the recommendations made by faculty/staff. SACS committees, including faculty and staff, are appointed by the Accreditation Liaison, in consultation with the College President, the Executive Vice President for Academic Affairs, and other vice presidents. Although the format and structure of the 2011 SACS visit has been revised since the 2002 visit, faculty members take an active role in reviewing and making recommendations about the College's Policy, Governance and Administration; Educational Programs; Faculty; Institutional Effectiveness; Financial and Physical Resources; Student Support Services; Library; and Quality Enhancement Plan (QEP).

E. THE ACADEMIC CALENDAR

Newberry College operates on a two-semester plan, and an academic calendar consisting of two sixteen-week terms. The fall term begins in late August and ends before Christmas; the spring term extends from January through early May.

The Newberry College Summer Session offers three distinct programs: two five-week terms of “regular” Summer School from early June to mid-August, the May Term, and Workshops.

The summer curriculum is designed for students from Newberry and other colleges who wish to begin their college work early, for students who want to accelerate their progress, or for those who need to make-up work, and for public school teachers who need to renew their certificates and credentials.

In addition to its day-time programs for traditional students, Newberry College offers *fastFORWARD*, an Adult Degree Completion Program for adults who have previous college credit and/or pre-evaluated credit granted for military, work, and life experience. Since degree completion in the shortest possible period of time is an important objective, courses for *fastFORWARD* are taught year-round and the schedule is separate from that of the traditional program described above. Each degree program under *fastFORWARD* has its own calendar, which is made available and explained to adult students at the time of enrollment.

F. ADMINISTRATION

The College’s Senior Leadership Team includes:

1. College President
2. Executive Vice President for Academic Affairs and Dean of the College
3. Executive Vice President for Administrative Affairs and Chief Financial Officer
4. Senior Vice President for Institutional Advancement and Intercollegiate Athletics
5. Senior Vice President for Operations/Campus Planning and President of Newberry Foundation
6. Vice President for Enrollment Management
7. Dean of Students
8. College Chaplain

SECTION II

GENERAL ACADEMIC ORGANIZATION

The authority for the participation and jurisdiction of the faculty in academic affairs is established in the Newberry College Constitution and By-Laws, current SACS standards, and precedents from past governing documents—including the Board of Trustees-approved 2002 SACS Self-Study and the *Faculty Policies Manual* and *Faculty Handbook*.

A. GOVERNING DOCUMENTS

1. The Newberry College Constitution and By-Laws

The Constitution of Newberry College charges the faculty with the responsibility for leading the academic life of this institution in accordance with its stated purpose:

“The Purpose of Newberry College is to provide students with opportunities for liberal and culturally relevant education enriched by a clear consciousness of Christian values. This purpose underlies an academic program which endeavors to combine the broad base of the liberal arts with preparation for vocation in a number of specialized fields.”

(Newberry College Constitution, Article 1, Section 1.04)

“The freedom accorded faculty in pursuit of their tasks is qualified only by the recognition that this is an institution of higher learning of the Evangelical Lutheran Church in America. It shall be incumbent on all faculty members to conduct themselves and their work in harmony with the stated purpose of Newberry College.”

(Newberry College Constitution, Article V, Section 5.01)

The faculty shall govern the academic affairs of the College in accordance with the provisions of the Charter, Constitution and By-laws.

(Newberry College Constitution, Article V, Section 5.03)

2. 2002 SACS Standards

3.4.1: “The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.”

3.4.10: “The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.”

B. MEMBERSHIP OF THE FACULTY

The governance and control of academic life at Newberry College is entrusted to the faculty. The “faculty” consists of the President, the Executive Vice President for Academic Affairs and Dean of the College, the Associate Dean of the College (if tenured or tenure-track faculty), the Associate Dean for Academic Affairs (if tenured or tenure-track faculty), the Registrar, the Dean of Students, the Chaplain, the Vice President for Enrollment Management, the professional librarians, currently the Director of Values Based Learning, and all full-time faculty, classified as follows: professor, associate professor, assistant professor, and instructor.

On November 7, 1987, the faculty approved the following statement regarding faculty voting privileges at faculty meetings:

An individual who is under a full-time teaching contract with Newberry College and teaches at least twelve credit hours or its equivalent as determined by the Executive Vice President for Academic Affairs during an academic year shall have full faculty voting rights. All professional librarians shall have full faculty voting privileges. Members of the staff with teaching responsibilities of at least twelve credit hours per year shall have full faculty voting privileges. In addition, the administrators listed in the first paragraph of this section are granted voting privileges. Other administrative officers and faculty may attend faculty meetings and may be given the courtesy of the floor.

The Newberry College President is the Chair of the faculty. The College President or the Executive Vice President for Academic Affairs may call special meetings of the faculty when necessary.

C. FACULTY DUTIES AND RESPONSIBILITIES

A faculty member’s primary responsibility is the instruction of students. In accepting a teaching contract at Newberry College, a faculty member agrees to comply with all rules and regulations adopted by the faculty and approved by the College President and/or the Board of Trustees. It is the duty of each faculty member to assume an active role in all aspects of College life. Members of the faculty are expected to serve on such committees as assigned by the President, the Executive Vice President for Academic Affairs, or the Faculty Council, and to assist students as needed.

All faculty are required to post publicly a regular schedule of a minimum of five on-campus office hours per week; faculty must be also available for a minimum of five additional hours by appointment, as well as by electronic communication at times designated by professors; to exhibit professional courtesy towards teaching colleagues; and to cooperate fully with Department Chairs and other administrative officers of the College. *(See FPM Section II: C and IV: B for specific Faculty Duties and Responsibilities.)*

D. FACULTY ETHICS AND PROFESSIONAL BEHAVIOR

1. Statement of Professional Ethics

Newberry College adheres to the following quoted statement from American Association of University Professors (AAUP), originally adopted in 1966, then revised and approved by AAUP Council in 1987 and 2009:

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

b. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

c. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusion that differ from their own. In the exchange of criticism and ideas faculty show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

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

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

integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

2. Student Confidentiality Policy

Students of Newberry College are considered emancipated adults, and as such, are afforded a right to privacy under various Federal and State laws. These rights are the same as we all expect to be afforded as adults. As related to the conduct of faculty in regard to students, the essence of the legal requirements are that faculty should refrain from disclosing information about a student's personal life, health, academic performance or behavior to any other student, parent or family member, faculty or staff or any other person unless specifically authorized by the student, in writing. Exceptions to this policy include: a) authorization to discuss a student's health, academic performance or behavior with other Newberry College faculty and staff on an as-need-to-know basis for the good of the student or the College, in which case due care must be taken to make sure such information is not disclosed to others, and b) authorization to respond to the inquiry of a parent or guardian about the academic performance or behavior of a student IF that student has signed a waiver allowing such response at the time of enrollment. Faculty should not assume such a waiver is in place and always check with the Registrar's office prior to responding to an inquiry from a parent or guardian. Faculty should never proactively contact a parent or guardian regarding a student's academic performance or behavior. Any questions regarding this policy or students' right to privacy should be directed to the Office of Academic Affairs.

The Office of Academic Affairs may periodically issue interpretations or clarifications of this policy, which shall be incorporated herein.

E. FACULTY GOVERNANCE

The faculty governs itself through monthly meetings and through regularly scheduled meetings of the Faculty Council, the academic departments, standing, and *ad hoc* committees/task forces.

The Constitution of Newberry College (Article V, Section 5.04) specifies that "The faculty shall govern the academic affairs of the College according to the provisions of the Charter, Constitution, and By-Laws."

Such governmental duties shall include:

- establishing standards for the admission and promotion of students with approval of the Office of Academic Affairs and the College President;
- adopting courses of study and requirements for graduation with the approval of the Board of Trustees;
- recommending improvements in the campus environment in cooperation with the Executive Vice President for Academic Affairs and the College President;
- making recommendations on other matters affecting the institution to the Board of Trustees through the College President.

1. Faculty Meetings

Meetings of the full faculty are held at least once each month during the regular academic year. It is the duty of each faculty member to be present at all of these meetings. Faculty must submit excuses for absences in writing to the Office of Academic Affairs. The faculty meeting agenda is prepared by the Executive Vice President for Academic Affairs with recommendations from the Faculty Council. Any member of the faculty or administration may request the inclusion of a specific agenda item.

A quorum of faculty members is a simple majority of those eligible to vote.

Summer School faculty are granted authority to act on behalf of full faculty for normal business, although full faculty will be notified of these meetings that they may attend and have voice and vote.

2. Faculty Council

a. The Faculty Council is composed of the Executive Vice President for Academic Affairs and seven elected members of the faculty-at-large. No single academic major or program shall have more than one representative on the Faculty Council. All faculty members serving on the Faculty Council shall be elected for alternating two-year terms. Members may be re-elected. The Faculty Council shall choose two of the elected faculty members to serve one-year terms as Faculty Council Chair [President] and Secretary, respectively. The Faculty Council Chair and Secretary may be re-elected. The College President, the Executive Vice President for Academic Affairs, and/or the Associate Dean of the College and the Associate Dean for Academic Affairs, and the Registrar attend Faculty Council meetings as non-voting participants.

Terms of the Faculty Council begin the Monday following spring semester graduation each year.

b. The Faculty Council serves as an executive committee of the faculty. It assists in the preparation of the faculty meeting agenda, gives final approval to all course changes, additions, and deletions which are proposed by academic departments, and makes recommendations to the faculty concerning changes in major and minor programs and in graduation requirements. The Council also hears appeals from students requesting exemption from graduation requirements. The Faculty Council also serves as a Review Committee if a faculty member is terminated for cause. (*See FPM Section III: A, 9.*) The College President shall consult with the Faculty Council prior to requesting an official determination of financial exigency from the Board of Trustees.

c. The Chair of Faculty Council serves as a non-voting member of the Board of Trustees.

d. Faculty Council proceedings will be conducted in accordance with the most recent *Robert's Rules of Order*.

3. Procedures for Academic Changes

a. All curricular changes including those to add or drop courses, add, modify or eliminate majors, minors, or concentrations originate from the appropriate academic departments. All such proposals should be presented for approval to the Office of Academic Affairs, which forwards them to the Office of Institutional Effectiveness (to secure SACS compliance), by way of the Academic Program Proposal Form (2002 SACS Self-Study, p. 5:17) that asks how the change addresses the college mission, how it affects other departments, the students, staffing, etc. (See Appendix C and the online *Faculty Handbook* for the Proposal Form.) Any proposal to drop or add a course must be approved by only Faculty Council. Any curricular change that affects staffing or the curriculum of another department must be approved by Faculty Council and by the full faculty. Any proposal to change the Core curriculum must be approved by Faculty Council and the full faculty (2002 SACS Self-Study, p. 4:17). Any proposal to add or drop a major, minor or concentration must be approved by both Faculty Council and the full faculty. Proposals to add or drop a major, minor, or concentration require two meetings of the faculty before a vote is taken. These procedures, which had been followed in practice based on previous policy manuals and faculty action, were formally approved by the full faculty and the Board of Trustees for the 2002 SACS Self-Study.

b. After full faculty approval to add or drop a major, minor, or concentration, the Executive Vice President for Academic Affairs takes said action to the Academic Affairs and Honorary Degrees Committee of the Board of Trustees. “The Academic Affairs and Honorary Degrees Committee of the Board of Trustees has responsibility to review and recommend programs and personnel policies integral to fulfilling the academic mission of the College. The Committee has purview for discussion and action related to addition, deletion, or reduction of academic programs” (NC Constitution, By-Laws, Article XVII, Section 2). The faculty representatives to the Academic Affairs and Honorary Degrees Committee of the Board of Trustees are responsible for reporting back to the faculty the actions of the Academic Affairs and Honorary Degrees Committee of the Board of Trustees regarding all academic proposals.

4. Faculty Election Guidelines

During the last regular faculty meeting of each academic year, the faculty will elect representatives to the following positions:

a. Faculty Council—Consists of seven faculty members from different disciplines, each of whom serves two-year terms and may be re-elected. Only full-time faculty members who are tenured or are on tenure track are eligible to serve on Faculty Council.

b. Tenure and Promotion Committee—Consists of seven faculty members from different disciplines, each of whom serves two-year terms and may be re-elected. Only tenured faculty members are eligible.

c. Strategic Planning Committee—Includes, among other appointees, four faculty members, each of whom serves a one-year term and may be re-elected. Only full-time faculty members who are tenured or on tenure track are eligible to serve on the Strategic Planning Committee.

d. Academic Affairs/Honorary Degree/Board of Trustees—Two at-large faculty members serve in this capacity, each having two-year terms and may be re-elected. (Faculty Council Chair serves as a third member *ex-officio*.)

e. Faculty Marshal—Elected annually.

f. Faculty Secretary—Elected biennially.

g. Faculty Parliamentarian—Elected biennially.

Additionally:

a. No faculty member may serve on both Faculty Council and the Tenure and Promotion Committee.

b. A majority vote of those in attendance is required for all elections.

c. Faculty elected to the above committees or positions take office on the Monday following Spring Semester Commencement.

Those Who Have Full Faculty Voting Privileges:

a. All individuals under full-time teaching contract with Newberry College, teaching at least twelve credit hours or its equivalent as determined during an academic year by the Executive Vice President for Academic Affairs

b. All professional librarians

c. Members of the athletic staff with teaching responsibilities of at least twelve credit hours during an academic year

d. The following administrators: The College President, Executive Vice President for Academic Affairs and Dean of the College, Associate Dean of the College (if tenured or tenure-track faculty), Associate Dean for Academic Affairs (if tenured or tenure-track faculty), Registrar, Dean of Students, the Chaplain, the Vice President for Enrollment Management, and currently the Director of Values Based Learning.

5. Departmental Structure and Department Chairs

a. Eleven Academic Departments

- (1) Biology and Chemistry,
- (2) Business Administration,
- (3) Education,
- (4) English, Literature, and Languages,

- (5) History and Social Sciences,
- (6) Mathematics, Physics, and Computer Science,
- (7) Music,
- (8) Nursing,
- (9) Physical Education,
- (10) Religion, Philosophy, and Church Leadership,
- (11) Theatre, Visual Arts, and Communications.

In addition, courses are offered in College Life, Honors, Humanities, and Military Science.

Academic departments function to improve the quality of instruction in every way possible, to make recommendations to the Faculty Council concerning course changes, additions, and deletions, to propose interdisciplinary majors to the Faculty Council, to supply descriptive material on courses and majors for the College Catalog, to select textbooks for individual courses, to recommend necessary supplies and equipment, to submit requisitions for book purchases to the Director of Library Services in accordance with budgeted appropriations, to supervise the creation and revision of course syllabi, to advise majors concerning their programs of study, to recommend courses to be offered during the summer sessions, and to plan for the future of their departments.

Chairs of the academic departments are appointed to three-year terms to be reviewed and renewed annually by the College President in consultation with the Executive Vice President for Academic Affairs. Secretaries who are responsible for keeping records of department meetings are elected annually by the members of each academic department.

b. Responsibilities of Department Chairs

- (1) To supervise and evaluate the instructional performance of each member of the department including annual observations of tenure-track faculty as outlined in the Tenure and Promotion Guidelines; (*See FPM Section III: D.*)
- (2) To supervise and evaluate annual faculty reports from the department's full-time faculty, to submit reports to the Executive Vice President for Academic Affairs, and to provide written and oral feedback to adjunct faculty during initial years of service;
- (3) To deal constructively with student comments, concerns, complaints, and recommendations about the department's programs and personnel;
- (4) To submit written recommendations concerning members of the department on matters of re-appointment, promotion, tenure, and compensation to the Executive Vice President for Academic Affairs;
- (5) To submit long-range planning and assessment reports for the department upon request of the Office of Academic Affairs;
- (6) To chair regular departmental meetings;

- (7) To coordinate with the Offices of Academic Affairs and Human Resources the candidate review and on-campus interviewing process for prospective full-time and adjunct faculty members and to make recommendations to the Executive Vice President for Academic Affairs concerning new teaching staff appointments;
- (8) To work closely with departmental members to prepare the annual departmental budget requests. (This written request is delivered to the Executive Vice President for Academic Affairs for review and approval and is then submitted to the Executive Vice President for Administrative Affairs, Chief Financial Officer, and to the College President for final action);
- (9) To work closely with departmental members in administering budgeted departmental funds;
- (10) To authorize and submit written requisitions for departmental supplies and equipment to the Office of Academic Affairs;
- (11) To oversee all textbooks orders for departmental courses and to keep the bookstore manager informed of future requirements. (Lists of textbooks used in departmental courses must be submitted to the College Bookstore in accordance with the schedule published by the Bookstore Manager.);
- (12) To submit departmental requisitions for book purchases for the Wessels Library collection through the Director of Library Services;
- (13) To recommend departmental course changes to the Faculty Council;
- (14) To supervise the creation and revision of all departmental course syllabi and to submit an electronic copy of each course syllabus to the Office of Academic Affairs at the beginning of each semester or summer session;
- (15) To cooperate with the Executive Vice President for Academic Affairs and the Registrar in developing a departmental class schedule and in coordinating enrollments among different sections of the same course;
- (16) To oversee the annual review, revision, and submission of departmental material on courses and major programs to the Office of Academic Affairs for the College Catalog;
- (17) To coordinate the assignment of departmental majors to appropriate faculty advisors;
- (18) To respond promptly and constructively to requests from the Executive Vice President for Academic Affairs or other members of the academic administration for information and assistance concerning departmental issues;
- (19) To attend scheduled meetings of Department Chairs.

6. Programs and Program Coordinators

a. Description

Program Coordinators assist Department Chairs with specialized areas of academic departments. The Program Coordinator is appointed annually by the College President in consultation with the Executive Vice President for Academic Affairs and the Department Chair.

b. Program Coordinators

- (1) To assist the Department Chair in writing long-range planning and assessment reports for the program;
- (2) To assist the Department Chair in evaluating faculty members for tenure, promotion, and re-appointment;
- (3) To advise majors in the program;
- (4) To assist the Department Chair in constructing departmental budget requests and administering budgeted departmental funds for the program;
- (5) To assist the Department Chair in updating and revising catalog copy for the program;
- (6) To cooperate with the Department Chair in developing a class schedule and in coordinating enrollments among different sections of the same course;
- (7) To respond to requests for information and assistance from the Department Chair, Executive Vice President for Academic Affairs, or other members of the academic administration concerning program issues

All of these activities are fulfilled under the administrative supervision of Department Chair, the Executive Vice President for Academic Affairs, and the College President.

7. Status of Professional Librarians at Newberry College

Professional librarians at Newberry College are full members of the faculty and enjoy all privileges attached to such status. The responsibilities of librarians differ from most other faculty, however, in that librarians do not perform their primary instructional activities within the traditional classroom setting. The educational activities of librarians occur in several ways: through guest lecture appearances in classrooms; in one-to-one reference relationships with students within the library; in group demonstrations and special lectures within the library; and in the production of teaching materials and learning tools to aid students and faculty in the use of the library.

Because most of the educational activities of librarians take place beyond the classroom, librarians are not tied to standard classroom schedules; nor are they limited to providing services within the traditional academic calendar. Because library materials must be prepared in advance for faculty and students, librarians must be available during non-academic calendar periods to order, receive, catalog, and shelve new books, to produce such learning tools necessary to achieve the academic mission, and to prepare the library for upcoming school sessions.

The hours of service of librarians are not assigned in terms of academic credit hours. Normal workloads of librarians shall therefore be considered to range from 36 to 45 hours per week, in keeping with the full-time workload definition for professional personnel. The exact service schedule for all librarians shall be determined by the Director of Library Services and will be established to most equitably meet the needs of the College.

Professional librarians participate in faculty committee work and such activity is considered to be part of their normal workloads. Additionally, librarians may be asked to undertake special projects by the President, by the Executive Vice President for Academic Affairs, or by the Director of Library Services. (*See Section III: D, 12.*)

8. Elected and Standing Faculty Committees and Faculty Assignments

College Standing Committees are composed of faculty and staff representatives recommended by Faculty Council and officially appointed annually by the Executive Vice President for Academic Affairs and the College President. The Executive Vice President for Academic Affairs appoints committee chairs, unless otherwise indicated in committee descriptions. Standing Committees meet periodically throughout the academic year to take action on matters referred to them and to institute new proposals. The College President and the Executive Vice President for Academic Affairs are *ex officio* members of all committees.

Students, administrators, coaches, and staff are also members of many college committees. Most student representatives are selected by the Student Senate of the Newberry College Student Government Association (NCSGA) or appointed by the NCSGA president. Administrators, coaches, and staff are appointed by appropriate vice presidents.

Ideas for proposals considered to be of importance by a committee, by the Executive Vice President for Academic Affairs, or by the College President, may be referred directly to the full faculty for consideration. Minutes of all committee meetings should be transmitted to all committee members, to the Executive Vice President for Academic Affairs, and to the College President.

Ad hoc committees (or task forces) may be appointed by the College President or the Executive Vice President for Academic Affairs to address matters of immediate concern, but unrelated to elected or standing committees, and would function only until the matters are resolved. *Ad hoc* committees (or task forces) and their descriptions are included in the *Faculty Handbook*.

Secretaries of faculty committees will inform all committee members of the dates and the times of scheduled meetings. The chair of the committee will exercise discretion concerning the

reporting and distribution of minutes containing information that might be detrimental to the reputation of an individual or of the College.

A table of current elected and standing committee descriptions is located in the *Faculty Policies Manual*: Appendix F; membership of these committees will be distributed annually and posted on the online *Faculty Handbook* (http://www.newberry-college.net/faculty_policies_manual/).

9. College Catalog

The Office of Academic Affairs, in cooperation with the Registrar and other administrative officers, is responsible for the compilation and publication of the college catalog.

College catalog material beyond course descriptions must be approved by Faculty Council. Any action to drop or add individual courses must first be approved by appropriate academic departments before being presented to Faculty Council for final action. Departments initiate these changes by first completing the Academic Proposal form and then by securing the approval of the Executive Vice President for Academic Affairs and the Executive Director of Institutional Effectiveness before submitting the proposal to Faculty Council. Changes affecting major programs, interdisciplinary degrees, or other general College requirements must be approved by the individual departments, the Executive Vice President for Academic Affairs, the Executive Director of Institutional Effectiveness (to secure SACS compliance), Faculty Council, and the full faculty. Major academic changes that are approved by Faculty Council require discussion at two faculty meetings before a vote may be taken.

SECTION III

FACULTY PERSONNEL POLICIES

Faculty Appointments are of three types: term, probationary, and tenured.

A term appointment is for a specific period of time with no expectation of tenure. A probationary appointment is a tenure-track appointment that may be renewed, assuming satisfactory performance. The requirements of tenure are described in Section III: D.

A. PROFESSIONAL STATUS OF FACULTY MEMBERS

1. Recruitment, Selection, and Appointment of Full-Time Faculty

a. General Policies and Procedures

The introduction of new full-time faculty members directly affects the welfare of students and other instructors, the implementation of general College objectives, and the quality of the educational services provided by the College. When it is determined that a new full-time faculty is desired, the Department Chair submits a request and rationale for the position to the Executive Vice President for Academic Affairs who submits all such requests to the Strategic Planning Committee Subcommittee for Academic Planning for review. This Committee makes recommendations on new full-time faculty positions to the College President for consideration. When the College President determines that a new faculty position is required, the Executive Vice President for Academic Affairs, in consultation with the Department Chair, will appoint a Search Committee. After consultation with the appropriate Department Chair, the Executive Vice President for Academic Affairs will prepare a written description of the new position and forward to Human Resources the required New Hire Packet. (*See FPM Appendix I.*)

In the case of a replacement faculty position, the Department Chair completes the Human Resources New Hire Packet and submits it to the Executive Vice President for Academic Affairs for required administrative approval. Once approved, the Office of the College President forwards a request for advertising the position to Human Resources.

Teaching skill, experience, and the quality of academic training will be the primary considerations when recruiting new faculty members, although candidates should also demonstrate interest in productive scholarship and in other types of professional activities. Consideration will also be given to maintaining broad geographical distribution and variety of educational experience in recognized graduate schools among the faculty-at-large.

b. Specific Faculty Qualifications

Based upon SACS standard 3.7.1, Newberry College employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, Newberry College gives primary consideration to the highest earned degree in the discipline. Newberry College also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Thus, Department Chairs, in consultation with the Office of Academic Affairs and Human Resources, will seek out and make recommendations to the Executive Vice President for Academic Affairs for hiring faculty that meet one or more of the following criteria:

(1) Faculty teaching general education courses at the undergraduate level:

(a) Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline), or

(b) Demonstrated competence, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Examples might include, but are not limited to, authors hired to teach creative writing, politicians hired to teach specific political science courses, or nationally board certified teachers.

(2) Faculty teaching baccalaureate courses:

(a) Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline), or

(b) Demonstrated competence, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Examples might include, but are not limited to, authors hired to teach creative writing, politicians hired to teach specific political science courses, or nationally board certified teachers.

(3) Faculty teaching developmental courses:

(a) Master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, or

(b) Demonstrated competence, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Examples might include, but are not limited to, authors hired to teach creative writing, politicians hired to teach specific political science courses, or nationally board certified teachers.

(4) Faculty teaching College Life Courses:

(a) Bachelor's degree, or associate's degree and demonstrated competencies in teaching, or

(b) Related work experience at Newberry College, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

(5) In situations where the hiring committee recommends filling a position based upon competence of the individual and not a terminal degree, the hiring committee must

(a) Recommend such an individual through a formal memo designed to show the reasons that justify such a hire, signed by the majority of committee members

(b) The memo must be signed in the affirmative by the Executive Vice-President for Academic Affairs.

(c) The memo must be kept on file for SACS review.

(6) These guidelines apply to full- or part-time faculty.

c. Search Committee

The Search Committee will include at least the appropriate Department Chair, an additional faculty member from the Department or hiring program, a faculty member from outside the Department, and a student majoring in the Department. The Executive Vice President for Academic Affairs will be an *ex officio* member of the Search Committee

d. Canvassing the Field

A variety of steps should be taken to inform prospective candidates about vacant faculty positions. The following resources may be utilized in announcing open positions:

(1) The Newberry College Human Resources webpage

- (2) Scholarly journals and national professional publications such as *The Chronicle of Higher Education*
- (3) Graduate school departments and university placement bureaus
- (4) Academic friends and other professional acquaintances
- (5) Newberry College faculty members

No candidate will be denied full and fair consideration for a teaching position at Newberry College because of sex, race, color, or national or ethnic origin. Newberry College is in compliance with the Title I of the Higher Education Act of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973 as amended. Access to the Faculty Policies Manual, the Faculty Handbook, and the College Catalog must be made available to final candidates for full-time positions. (*For complete employment policies, see online Faculty Handbook, Section 2 C: Employment and other Miscellaneous Human Resources Policies.*)

e. Appraising the Candidates

All candidates will be required to submit personal résumés and official transcripts of graduate coursework as documented proof of their professional training. Written and oral references will also be sought from persons qualified to appraise the professional qualifications of each candidate for a vacant teaching post. In addition, candidates should submit evidence of their teaching abilities such as course evaluations and samples of their research. Final candidates for teaching positions will be invited to the Newberry College campus for personal interviews. Candidates will teach a mini-lesson in the subject field to the Search Committee and, when possible, to students. Additional interview requirements may vary by department.

f. Making the Final Selection

Care should be taken to eliminate undue influence of special interests from either outside of the College or from within the formal governing structure of the institution in the appointment of new faculty members. The final responsibility for the selection of a new faculty member rests with the College President and the Executive Vice President for Academic Affairs after consultation with the appropriate Department Chair and other members of the Search Committee.

g. Appointments

The precise terms and conditions of each initial full-time faculty appointment are stated in a written contract prepared by the Office of Academic Affairs with the approval of the College President. No other financial commitments or special arrangements suggested orally by other administrators or faculty members are valid.

2. Recruitment, Selection, and Appointment of Adjunct (Part-time) Faculty

Adjunct faculty are part-time employees of the College who teach nine or fewer credit hours a semester. Adjunct faculty members must meet the same SACS requirements for professional, scholarly, and experiential preparation as their full-time counterparts teaching in the same disciplines. These part-time faculty members are hired on a one-semester or one-year basis and may be asked to teach pilot or experimental courses, evening courses, or courses on a need basis. Adjunct faculty members receive term appointments as instructors or assistant professors as determined through consultation between the Department Chair and the Executive Vice President for Academic Affairs.

Adjunct faculty are not eligible for salary benefits such as health or life insurance or pension plans (such as TIAA-CREF). They are eligible for consideration for promotion if they meet the promotion criteria listed in *FPM* Section III: C.

When it is determined that a new adjunct faculty member is required, the Department Chair will confer with the Executive Vice President for Academic Affairs regarding the identification of candidates for the position.

After a review of credentials and an interview with at least the Department Chair and the Executive Vice President for Academic Affairs, the Executive Vice President for Academic Affairs, after consultation with the Department Chair, will recommend to the College President a person to fill the part-time position.

3. Recruitment of Other Faculty Members

Full-time administrators, athletic coaches, and other staff members who teach may also serve as members of the instructional staff under term appointments. They normally are appointed as instructors or assistant professors and must meet the same SACS requirements for professional, scholarly, and experiential preparation as their full-time counterparts teaching in the same discipline. The Executive Vice President for Academic Affairs and the appropriate Department Chair will interview prospective employees in these categories who are expected to teach. These two individuals will provide recommendations to the College President.

4. Emergency Hire of Faculty

In case of an emergency, the Executive Vice President for Academic Affairs, in collaboration with the Department Chair, will secure a qualified instructor to teach the needed courses and will complete the New Hire Packet. (*See FPM Appendix I.*)

5. Official Graduate Transcripts

All full-time and adjunct faculty and members of the administrative or athletic staffs who teach classes must have official graduate transcripts on file in the Office of Academic Affairs. Transcripts marked “Issued to Student” do *not* meet SACS requirements.

6. Emeritus Status Policy

Emeritus status is not automatically conferred, nor acquired by default, but requires recommendation by the College President and confirmation by the Board of Trustees. Designation as “Emeritus” is based on sustained outstanding professional contributions to Newberry College. The individual so honored must be a tenured member of the faculty or a regular staff member, with at least ten years of service to the College, the last five of which immediately precede retirement. Recommendations for the designation must come from the individual’s department and be approved by the Department Chair, the appropriate Vice President, and the College President.

Retired faculty and staff enjoying appointment by the Board of Trustees to emeritus rank have all the rights and privileges of active faculty and staff, except voting in College meetings or serving officially on committees. Those enjoying emeritus status are eligible to continue to use College facilities within established guidelines, regulations, and procedures. Emeriti are provided a campus parking decal without charge and may also obtain a College ID card without charge. Emeriti are invited to attend all formal College events. They may also obtain tickets to concerts, lectures, and enjoy other admissions normally extended to active faculty and staff. (*Approved by Board of Trustees on April 26, 2002*)

Emeriti faculty are listed by this distinctive status in the *Newberry College Catalog*.

7. Honorary Degrees

The faculty and the Board of Trustees bear joint responsibility for recommending and approving candidates for honorary degrees. The Academic Affairs and Honorary Degrees Committee shall consist of at least four (4) Trustees (one of whom shall chair this committee), the Faculty Council Chair, two at-large faculty representatives, and the College’s Executive Vice President for Academic Affairs as an *ex officio*, voting member. This group considers all candidates who have been recommended by members of the faculty, the College President, the Board, alumni, and other friends of the college. The Committee shall make decisions concerning recommended degree recipients and report its recommendations to the full faculty and to the Board.

Newberry College does not award honorary degrees to sitting members of the Board of Trustees, not to current members of the faculty of the College, with the exception of Bishops of the supporting synods who are serving on the Board. (*Addition to Bylaws, Article XVII, approved by Board of Trustees on February 13, 2009*)

8. Resignations and Changes of Employment Status

a. Appropriate Notice

Faculty members are required to give at least sixty days’ notice in writing prior to leaving a teaching appointment. Resignations for the following academic year need not be accepted by the College after the first day of June prior to the beginning of the new academic year. The College is obligated to inform full-time faculty members in a written letter of intent or contract of

changes in rank status, salary, tenure provisions, etc. by the first day of May prior to the beginning of each new academic year.

b. Separation Procedures

All faculty and staff must check with the Director of Human Resources when terminating College employment for any reason in order to clear personnel, library, and any other college records; to return building, office, post office, and any other keys checked out to the individual; to return college-owned computers and other equipment.

Any money due the employee when leaving college employment will first be applied to the employee's account, and any remaining amount will be paid to the employee. (*See Appendix I: New Hire Packet with Personnel Change forms.*)

9. Termination of a Faculty Member

(Note: These procedures follow the original format of the document approved by the Board of Trustees on April 3, 2003.)

Newberry College's Termination Proceedings apply only to tenured faculty members. Probationary faculty members may be terminated following American Association of University Professors (AAUP) Guidelines at the end of the contract period.

I. Preliminary Proceeding

When questions are raised concerning the fitness of a tenured faculty member, the College President and the Executive Vice President for Academic Affairs shall discuss the matter with the faculty member in a personal conference. If the matter cannot be satisfactorily resolved to the mutual agreement of both the faculty member and the College President, Faculty Council will informally inquire into the situation in an attempt to effect a suitable adjustment and determine whether formal proceedings shall be initiated. If the College President mandates that formal proceedings be undertaken, official action shall commence.

II. Formal Proceedings

A. Notification—Formal dismissal proceedings shall commence when the College President or Executive Vice President for Academic Affairs presents the faculty member with a written letter of charges with reasonable particularity defining the grounds proposed for the dismissal and the conditions of termination. The College President or Executive Vice President for Academic Affairs shall also inform the faculty member in writing that he or she has a right to a formal hearing, conducted by a faculty committee (see below), to determine whether or not he or she should be terminated for the stated reason(s). In the case of a formal hearing, the faculty member shall be informed in detail of the procedural rights that will be accorded to him or her, including the right to counsel.

B. Suspension of a Faculty Member—A faculty member may be suspended with pay from all teaching and other college related duties during formal proceedings if the College President, in his sole discretion, determines continuance in the classroom may be detrimental to students, to other faculty members, or to the reputation of Newberry College.

C. Reply—The faculty member must reply in writing within one week of receiving the letter of written charges whether or not he or she desires a formal hearing. The faculty member shall be allowed up to 15 calendar days time to prepare a defense for the hearing. If needed, the faculty member may request an additional 15 calendar days preparation time, subject to approval by the Faculty Council. If the faculty member does not reply within one week of receipt of the letter of written charges, there will be no formal hearing and the President, without recourse to further proceedings, may send a letter of termination.

D. Hearing Body—The elected members of the Faculty Council shall conduct the formal hearing except in the instance where the College President and the Faculty Council cannot agree on whether or not proceedings shall be launched. When this latter situation occurs, the full faculty shall elect three members not previously involved in the case, and the College President will appoint three other faculty members to a Review Committee. Any member of the hearing body (Faculty Council or of the Review Committee) shall disqualify himself or herself from the hearing process if any conflicting relationships exist with respect to the case.

E. Formal Hearing—It shall not be necessary to follow formal rules of court procedure during the hearing process. The hearing body shall proceed considering the statement of grounds for dismissal and the faculty member's written response to these charges. The hearing body, after consultation with the College President and the faculty member, shall exercise its judgment as to whether the hearing shall be public or private. If any facts are in dispute, the hearing body shall receive the testimony of witnesses and other specific pieces of information concerning the charges.

The College President shall have the option of attending the hearing, and may designate a representative to assist in developing the case; however, the hearing body shall determine the order of presentation during the hearing and shall secure additional information related to the case if necessary.

The faculty member shall have the right of assistance by counsel, whose functions shall be similar to those of the representative chosen by the College President. The faculty member shall have the aid of the hearing body, if needed, in securing witnesses. The faculty member of his/her counsel and the College President or designated representative shall have the opportunity to confront all witnesses. Sworn statements presented during the hearing process shall be duly recorded.

F. Decision—The hearing body shall reach its decision on the basis of facts gathered during the hearing and recommend a final decision to the College President. Before beginning its final deliberations, the hearing body shall give the faculty member (or counsel) and the College President (or designated representative) the opportunity to present final oral arguments before it. If written briefs would be helpful, the hearing body members may request them. The hearing body will report its findings to both parties in writing with respect to each of the stated grounds either supporting or rejecting termination. The hearing body decision shall be considered confidential, but the College President and the faculty member shall be notified immediately of the hearing body's decision. Any release of information to the public shall be made through the College President's Office.

III. Notification to the Board of Trustees

The Executive Vice President for Academic Affairs shall transmit the hearing body's full report, including its final recommendation, to the Board of Trustees. If the full Board chooses to review the case, its review shall be based upon the record of the previous hearing, accompanied by opportunity for additional oral and written argument by the principals or designated representatives. The proceedings shall be returned with specific objections noted in writing. In such case, the same members of the hearing body shall reconsider the case, taking into account the Board's stated objections and receiving new information, if necessary. It should then frame its revised decision and communicate it to the Trustees in the same manner as before. Only after study of the hearing body's reconsideration can the Board of Trustees elect to overrule the Committee. Before such a decision is reached, though, a joint meeting of the Board of Trustees and the hearing body may be desirable in order to ensure that communication has been direct and complete. If the Board chooses not to review the decision of the hearing body, the Board shall so notify the Faculty Council and College President that the decision is final. Where the final decision is to support the College President's intention to terminate the faculty member, the College President may send a letter of termination upon receipt of the Board's denial of review.

IV. Publicity

Except for announcements dealing with the time and location of the hearing and similar non-substantive matters, public statements about the case by either faculty members or the administration involved in the hearing process shall be avoided. No publicity shall be released prior to announcement of the final decision by the Board of Trustees.

10. Termination of a Faculty Member for Reasons of Financial Exigency

The Compensation and Finance Committee of the Board of Trustees has the authority to develop language for insertion in Newberry College personnel contracts which should allow, upon Board approval, the College administration to make revisions in employee contracts, should extreme financial conditions occur during the fiscal year. *(Approved by the Board of Trustees on February 14, 2009)*

The *2001 Faculty Policies Manual* states the following:

a. Definition of Financial Exigency

The term "financial exigency" shall be defined as the need on the part of the College to reorder its monetary expenditures internally in such a way as to remedy or relieve the inability of the College to meet its annual monetary expenditures, with sufficient revenue to prevent a sustained loss of funds. Quantifiable evidence of the existence of a condition of financial exigency may be based upon the following factors: annual operating deficits, both actual and projected; losses in student enrollment, both actual and projected; diminishment or exhaustion of internal reserve funds, including quasi-endowment funds; and other conditions of extreme financial hardship. The actual occurrence of any of the following scenarios shall be conclusive evidence of the actual existence of a condition of financial exigency. A condition of financial exigency shall be deemed to exist when: (1) a deficit of more than 6% of the budget occurred in the previous fiscal year, exclusive of non-budgeted capital expenditures for building and equipment; (2) the audited

financial statements confirm two consecutive fiscal years of operational deficit in excess of 5% of the budget each year or the cumulative deficit exceeds 10% of the most recent budget; (3) total deficit of the College reaches an amount which exceeds 25% of the total endowment; (4) the full-time enrollment experiences a decline of 50 FTE students in any year. Financial exigency will be deemed to no longer exist when current operations produce a balanced budget for the immediate past fiscal year and the College's cumulative deficit falls below the limitations listed in 2 and 3 above.

b. Determination of a State of Exigency

The College President shall consult with the Faculty Council prior to requesting an official determination of financial exigency from the Board of Trustees. The position of the Faculty Council on this issue will be reported in writing, along with the College President's specific recommendation, to the Board. The College President may request a determination of financial exigency by the Board of Trustees prior to the fiscal year-end if current year operations and projected budget deficits would exceed the financial limitations listed in 2 and 3 under definition of financial exigency. (*See 10.a [the preceding paragraph].*)

Once the Trustees have determined a state of financial exigency to exist, the College President shall notify the full faculty of this action in writing within fifteen days. After all teaching staff members who must be terminated due to financial exigency have been notified, the President will inform the full faculty in writing that all extraordinary dismissals have been completed.

c. Procedure for Terminating Faculty Members during a State of Financial Exigency

After a state of financial exigency has been determined to exist by the Board of Trustees, the College President shall instruct a Special Committee consisting of the Executive Vice President for Academic Affairs (chair), the Registrar (secretary), and the seven members of the Faculty Council to develop a list of faculty members who might have to be terminated. In creating this list, the Committee must give primary consideration to maintaining the quality of the overall College program, despite the fact that a reduction in personnel size and program scope may be required. Recommendations of specific faculty candidates for reduction must take into account the stated mission and purpose of the institution's current and future academic program needs, and quantitative data such as: (1) currently declared majors, (2) recent surveys of student interests in specific majors, (3) graduates by major over the past three years, and (4) number of students enrolled and credit hours generated by each faculty member during the previous four semesters.

Among the individual criteria to be used to determine faculty terminations are:

1. Present and projected staffing needs in majors and by departments (departmental chairpersons will be consulted in regard to these needs.);
2. Professional performance of individual teachers as assessed in the evaluation criteria stated in Section III of the *Faculty Policies Manual* (teaching performance, steady attainment of graduate credit, cooperation in implementing College policies and compatibility of performance with

College goals, scholarly productivity within the teaching discipline, and participation in community life);

3. Special instructional skills required in the education process;
4. Tenure status;
5. Years of full-time teaching at Newberry;
6. Affirmative action goals of the institution;
7. Availability of suitable alternative employment on campus.

Once the Special Committee has completed its listing of faculty candidates for possible dismissal due to financial exigency, the Executive Vice President for Academic Affairs will present the list in writing to the College President. At no time shall any member of this Special Committee ever reveal any of the faculty names presented to the College President.

The College President will notify on or before January 1 all faculty members who must be terminated at the end of the academic year due to financial exigency. This letter will include the reason for the action being taken, a description of the process by which the faculty member was identified for dismissal, a summary of the data which led to the termination conclusion, and a description of the hearing channel which is available to a terminated teacher. The President's letter will also outline a variety of special provisions which will be made available to faculty members who are terminated due to financial exigency. The provisions include: (1) letters of reference, secretarial assistance, and other administrative aids in searching for a new position; (2) the continuation of salary and fringe benefits beyond the August 31 date at the rate of one month per year of full-time teaching service at Newberry (up to a maximum of twelve months or until full-time employment is secured); (3) recall rights up to a maximum of two years from the August 31 date of termination for College positions where the faculty member's credentials are appropriate; and (4) top priority for employment at standard part-time wage scales in available part-time teaching positions where the faculty member's credentials are appropriate.

d. Appeal Process for a Faculty Member Terminated Because of Financial Exigency

During a period of financial exigency, a faculty member may be notified of dismissal from the College teaching staff for the following academic year on or before January 1. The College President will discuss this decision in a personal conference with the terminated teacher prior to issuing a formal letter of notification. If the faculty member wishes to secure a hearing on his or her termination, a letter requesting such a hearing before the members of the Tenure and Promotion Committee must be submitted to the Executive Vice President for Academic Affairs before January 10. The Committee recommendation that results from this hearing will be reported in writing to the College President, who will then meet with the terminated faculty member to review this document. If the faculty member is still dissatisfied with the administration's termination judgment, the College President will forward all pertinent dismissal data and hearing reports to the Executive Committee of the Board of Trustees for final action in the matter. There is no appeal beyond this body. The Trustees will communicate their final hearing decision to the faculty member in writing through the College President prior to March 31.

11. Non-Renewal of Faculty Contracts

Written notice that a probationary appointment is not to be renewed must be given to a faculty member in advance of the expiration of a one-year appointment according to the following minimum periods:

- a. At least two months before the end of contract duties during the first year of full-time teaching service, and not later than March 1;
- b. Not later than December 15 during the second year of full-time teaching service, if the appointment is to be terminated for the following academic year;
- c. At least twelve months before the expiration of an appointment after a faculty member has accumulated more than two years of full-time teaching service at the College;
- d. If the College President and the full Board of Trustees declares that the College is in a state of financial exigency, the contracts of both tenured and untenured faculty members may be terminated at the end of the stated employment period in accord with policies and procedures outlined in the *FPM* Section III: A, 10.

12. Leaves of Absence (Paid or Unpaid)

a. To Pursue Academic Development (Paid or Unpaid)

- (1) No faculty member will ordinarily be permitted to take a leave of absence any longer than one year.
- (2) No faculty member will ordinarily be eligible for a leave of absence until the completion of at least three years of full-time teaching at the College.
- (3) No faculty member who has already taken a leave of absence will be considered for another leave until he or she has completed at least two years of full-time teaching at Newberry College since the previous absence.
- (4) No faculty member who is on a leave of absence from the College may be considered for either promotion or tenure during the time when he or she is away from campus. Time on leave will not count toward promotion or tenure.
- (5) Requests for a leave of absence to pursue academic development must be submitted in writing to the Executive Vice President for Academic Affairs at least one full semester before the anticipated leave. The request must be approved by the Executive Vice President for Academic Affairs and the College President.

b. Personal Leaves of Absence (Unpaid)

Unpaid leaves of absence for personal reasons may also be granted. Requests for a Personal Leave of Absence must be submitted in writing to the Executive Vice President for Academic Affairs at least one full semester in advance of the anticipated leave. The request must be approved by the Executive Vice President for Academic Affairs and the College President. The guidelines for Leaves of Absences for Academic Development also apply to Leaves of Absence for Personal Reasons. *(See 12 a [preceding section].)*

13. Sabbatical Policy: Sabbatical Leaves and Study Grants

a. Tenured faculty members may apply for a sabbatical leave to be effective any time during or after their seventh year of full-time service at Newberry College, or seven years after they have had a sabbatical.

b. Application must be made, in writing, to the Executive Vice President for Academic Affairs, through the appropriate Department Chair, stating the nature and objective of the program in which the member proposes to engage during this leave. Applications are subject to approval by the Executive Vice President for Academic Affairs.

c. Sabbatical leave may be granted for one semester with full pay or for one academic year at half pay. Normally, a sabbatical, which involves staying on campus and teaching a full year at half time for full pay, will not be approved.

d. Guidelines for Proposals on Sabbatical Leave:

(1) Length of service will not be the sole or deciding factor in determining who receives a sabbatical.

(2) Proposals for all sabbaticals to be taken during a given fiscal year (June-May) should be submitted early enough to make adequate allowance for the department's continued course offerings and should in no case be submitted later than October 15 of the preceding year.

(3) Proposals for all sabbaticals must be either in the applicant's field or a related field or in an area that will contribute to the College's total development.

(4) The Department Chair concerned will make all recommendations on the merit of the proposed sabbatical.

(5) The Department Chair, in consultation with the Executive Vice President for Academic Affairs and the professor pursuing a sabbatical, will develop a viable plan that ensures continuation of the instructional program with the least amount of impact to students and College finances.

(6) An oral report to the faculty and a written, final report will be required of anyone receiving a sabbatical. Copies of the report will be given to the appropriate Department Chair and Executive Vice President for Academic Affairs.

(7) If a faculty member is awarded a sabbatical and receives funding from an outside source, the amount of pay while on sabbatical may be reduced. In case of substantial reduction in pay, the leave will not be considered a sabbatical and the faculty member will be eligible to reapply for sabbatical at a later date.

(8) All sabbaticals are awarded in expectation that recipients will remain fully associated with Newberry College in the next academic year following their sabbatical. If they do not return after the sabbatical period, they must repay all remuneration received from the College during the sabbatical period.

(9) Faculty members, regardless of length of service since their last sabbatical, may apply for special study grants. Any approved special grant will not count against a faculty member's receiving a full sabbatical.

14. Faculty Long-Term Sick Leave

(See online Faculty Handbook, Section II: General Faculty and Staff Policies.)

15. Outside Employment in Teaching

Members of the faculty are expected to consult with and secure written approval from either the Executive Vice President for Academic Affairs (EVPAA) or the College President concerning the acceptance of supplementary teaching assignments or any other kinds of employment outside the College. No member of the faculty or staff shall engage in any outside work, with or without pay, which shall in any way hinder in the performance of regular duties, or in services, or other public exercises of the institution. The maximum number of semester hours that a professor can teach outside the College, and the EVPAA will approve, for a typical semester length time period of 15 weeks shall be six (6). *(Approved by Board of Trustees on July 21, 2006; see Appendix E: Off-Campus Employment Request form.)*

16. Academic Freedom

Academic Freedom is essential to promoting the search for truth and its open expression. It is based on the premise that the search for truth in teaching, learning, and research contributes to the common good and that teachers and students alike should be protected in their pursuit of that truth. Academic freedom encourages discussion and debate, and it protects those who espouse unconventional or unpopular views. It recognizes that controversy is inextricably linked with the process of free inquiry and thus is an expected feature of the academic process.

Newberry College acknowledges that faculty members are entitled to full freedom in research and publication as long as they perform their other academic duties satisfactorily and effectively. All faculty are entitled to freely discuss their subject areas in classes; however, they should not

introduce into their teaching forums controversial material which has no relation to the topics listed in their course syllabi. Newberry College acknowledges the rights of all faculty members as citizens, as members of learned professions, and as officers of an academic institution. When speaking or writing as citizens in public forums, faculty members should be accurate in their statements, should encourage the opinions of others to be expressed, and should clearly specify that they are not functioning as official institutional representatives.

The protection of academic freedom is fundamental for assuring the rights of faculty members in teaching and the rights of students in learning. The exercise of academic freedom is not legitimate grounds for the termination of a faculty member for cause. A faculty member who alleges that a termination decision has been based on such grounds may present such a claim to the Faculty Council or the Review Committee. (*See FPM Section III: A, 10.*) Such a presentation must be in writing and must set forth the basis for the faculty member's contention that considerations related to the exercise of academic freedom were a determining factor in that decision.

17. Intellectual Property Rights

a. General

Newberry College is committed to providing an environment that supports the teaching and research activities of its faculty, students, and staff. As a matter of principle and practice, the College encourages all members of the Newberry community to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the general public. This policy is intended to promote and encourage excellence and innovation in scholarly research and teaching by identifying and protecting the rights of the College, its faculty, staff, and students.

Copyright ownership and the rights thereto are concepts defined by federal law. College policy is structured within the context of the federal copyright law. The long-standing academic tradition that creators of works won the copyright resulting from their research, teaching, and writing is the foundation of the College's intellectual property rights policy. Exceptions to this rule may result from contractual obligations, from employment obligations, from certain uses of College facilities, or by agreement governing access to certain College resources. This policy addresses these exceptions.

b. Copyrightable Material

The following types of material may be subject to copyright: books, journal articles, texts, bibliographies, study guides, laboratory manuals, syllabi, tests, proposals, lectures, musical or dramatic compositions, unpublished scripts, films, film strips, charts, transparencies, and other visual aids, video and audio tapes and cassettes, live video or audio broadcasts, programmed instruction materials, and computer programs. Other material may also be subject to copyright.

c. Ownership

It is tradition at Newberry and other colleges and universities for books, articles, and other copyrightable materials by a faculty or staff member to be deemed the property of the creator, who is considered to be entitled to determine how the works are to be disseminated and to keep any income they produce. This applies to books written, or other material produced, on campus or off, during a term of teaching, vacation, sabbatical, or faculty fellowship, with normal use of office space, library, and computer resources, but with no other direct College assistance. In recognition of that long-standing practice, the College disclaims ownership of works by faculty, staff, and students, except in the following cases:

- (1) Assigned Tasks: Ownership of copyrightable material developed as a result of assigned College duty resides with Newberry College.
- (2) Outside Agreements: When copyrightable material is developed through a sponsored grant or contract, the special provisions contained in that grant or contract must prevail. In the absence of such special provisions, the normal College policy applies.
- (3) Significant Use of Newberry College-Administered Resources: When the development of copyrightable materials is significantly assisted by the use of College facilities, resources, or personnel, the College is entitled to a share of any royalty income pursuant to this Policy. For these purposes, significant use is the use of resources other than those “ordinarily available” to most of all faculty, staff, or students. Such ordinarily available resources include office space, personal office equipment, office computer workstations, library and other general-use information resources, and the means of network access to such resources. Textbooks developed in conjunction with class teaching are excluded from the significant use category, unless such textbooks were developed using Newberry College-administered funds paid specifically to support textbook development. Incidental involvement of students receiving funding from the College is also excluded from the definition of “significant use.”

18. Custody and Interpretation of Personnel Files

The Office of the President and the Office of Academic Affairs will maintain all official files concerning individual faculty members. Access to faculty file information is restricted to the members of the Office of Academic Affairs staff, the President, and the authorized staff of the Office of the President.

Each faculty member is entitled to review his or her personnel file in the Office of Academic Affairs and may submit additional material for inclusion in the dossier. At the request of an individual faculty member, material which is demonstrably false, misleading, or prejudicial will be removed from the personnel file, and all references to such material will be expunged from all College records. If there is disagreement between the Vice President for Academic Affairs and the faculty member concerning the inclusion or deletion of any material in a personnel file, the Tenure and Promotion Committee shall serve as the appellate body in the matter.

B. Policies for Faculty Evaluation, Promotion in Rank, and Academic Tenure

The value of an individual faculty member to the academic community is dependent upon a variety of factors. These factors include effectiveness as a teacher, subject(s) taught by that teacher, the facilities available for instruction and research in that faculty member's particular discipline, the level of cooperation of that faculty member with administrators and faculty colleagues, and the general services rendered by the faculty member to students and to the College community. The faculty evaluation system pursued at Newberry College is designed to accomplish the following purposes on behalf of the institution and for individual faculty members: (1) to identify the specific expectations of the College and to assess the extent to which an individual faculty member meets these expectations; (2) to assist in the retention, encouragement, and promotion of capable and promising faculty members; (3) to assure that faculty accomplishments will be not only properly recognized but also justly rewarded; and (4) to guarantee a system of equitable assessment and treatment for all faculty members.

1. Eligibility Criteria and Areas of Performance Evaluation

Both the faculty-elected Tenure and Promotion Committee and the academic administration must consider a variety of criteria and performance areas before recommending a faculty member for either tenure or promotion. Eligibility for candidacy for promotion and tenure requires the attainment of appropriate graduate credit or degrees, and a minimum period of time in rank for promotion candidates or completion of the probationary period for tenure candidates. Candidates for tenure or promotion must demonstrate achievement in each of the following performance areas; the various areas are not accorded equal weight in the evaluation process. In order of importance, the areas are (1) Teaching Performance, (2) Service to the College and the Community, and (3) Scholarship. (*See FPM Section III: D, 13.*)

All candidates for promotion or tenure are expected to have demonstrated a consistent pattern of conduct in accordance with the description of Faculty Duties and Responsibilities found in Section IV: B of this *Faculty Policies Manual*. Furthermore, it is anticipated that any individual who is a candidate for academic tenure or promotion will hold views compatible with the purpose and objectives of the institution and will act accordingly. Successful candidates also will have demonstrated involvement in professional development activities and, as applicable, improvement in the area(s) of performance identified as needing attention in feedback received from any prior evaluation. A detailed narrative summary of the areas of evaluation and promotion and tenure standards appears in *FPM* Section III: B, C, D.

2. Annual Faculty Report

An Annual Faculty Report should be submitted by all faculty members to their Department Chair during spring semester on a date designated by the Executive Vice President for Academic Affairs. Through the annual report process, all faculty members are able to outline their accomplishments, duties, and activities in the areas of Teaching, Service, and Scholarship during the previous calendar year. The document also should include a personal reflection on these activities, as well as goals and assessments.

The Annual Faculty Report process serves to:

- a. Form the basis for annual formative review and improvement of faculty performance,
- b. Provide a basis on which to build tenure and promotion portfolios,
- c. Act as a basis for potential merit pay increases,
- d. Demonstrate successful completion of contractual duties and responsibilities, and update faculty files.

Following completion and submission of the three-page (or less) report to the Department Chair, each Chair will complete an annual evaluation of the faculty member. The faculty member and chair will then meet to review the annual report and evaluation and make revisions to the evaluation sheet as needed. Once the evaluation sheet is signed by both the faculty member and the Department Chair, the Chair will forward all reports to the Executive Vice President for Academic Affairs. Later, the Chair will meet with the EVPAA to review these reports and make recommendations about faculty performance. During that meeting, the EVPAA will also assess the performance of the Chair in teaching, scholarship, service, and administrative responsibilities. (*See FPM Appendix D: Annual Faculty Report form.*)

C. Policies and Procedures for Promotion in Rank

The Tenure and Promotion Committee will review faculty credentials and recommend all promotions in academic rank. Eligibility requirements for consideration for advancement in rank can be found in *FPM* Section III: D, 13. Under normal circumstances, the Committee will invite the Department Chair to offer nominations for promotion in writing to the Executive Vice President for Academic Affairs, but a written petition for advancement in rank may also be presented to the chief academic officer by any faculty member. In the event that a faculty member initiates the promotion process, the Committee will solicit a formal evaluation from the Department Chair or Executive Vice President for Academic Affairs as part of its assessment. The Executive Vice President for Academic Affairs shall present all recommendations for promotion to the Tenure and Promotion Committee during the fall semester and the Committee shall make its formal recommendations to the College President. The College President shall transmit this Committee's recommendations, along with his own recommendations, to the Academic Affairs/Honorary Degrees Committee, and then to the Board of Trustees. Final authority for all promotion decisions rests with the full Board of Trustees.

Faculty members who are hired as an Assistant Professor and are eligible for Promotion Review during their fifth year of service to Newberry College are allowed to postpone their Promotion Review process to coincide with Tenure Review, which will occur during the next academic year.

Faculty members denied promotion are eligible to reapply for promotion during the next academic year.

Adjunct faculty, professional librarians, and administrators and coaches with faculty rank are eligible for consideration for promotion in rank. To meet the "Time in Rank" requirements, candidates must have the following classroom teaching hours and meet all other requirements:

- From Instructor to Assistant Professor—72 semester hours
- From Assistant Professor to Associate Professor—120 semester hours as an Assistant Professor
- From Associate Professor to Professor—120 semester hours as an Associate Professor

D. Policies and Procedures for Tenure

1. Definition of Tenure

Tenure is regarded as a means to achieve certain beneficial ends within the academic community. Specifically, tenure assures freedom of teaching and research and a sufficient degree of economic security to make the teaching profession attractive to men and women of high intellectual ability. Freedom and economic security, hence, tenure, are indispensable to the success of an academic institution in fulfilling its obligation to its students and society. After the expiration of a designated probationary period, faculty members should have permanent or continuous tenure, and except under circumstances of financial exigency, their teaching service can be terminated only for adequate cause.

Academic tenure is interpreted within the following framework of institutional practice. The precise terms and conditions of every faculty appointment are stated in a written contract. Beginning with the initial full-time appointment to the rank of “instructor” or higher, the probationary period does not exceed seven years, including credit allowed within this period for full-time teaching service at other institutions of higher education. Notice is given at least one year prior to the expiration of the probationary period if a faculty member is not to be continued in service after the expiration of that period. During the probationary period a non-tenured teacher has the same academic freedom that all other members of the faculty have.

2. Termination of Continuous Appointment

Termination of a continuous appointment for cause or the dismissal of a teacher for cause prior to the expiration of a term appointment may be reviewed upon appeal by both the Faculty Council and a committee of the Newberry College Board of Trustees. In all cases where the facts are in dispute, an accused instructor will be informed in writing before the hearing of the charges against him or her and shall have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The instructor is permitted to have an adviser of his or her own choosing who may act as counsel.

3. Awarding of Tenure

Tenure is normally awarded at the beginning of the seventh year of full-time teaching. The mandatory tenure review is normally conducted during the fall semester of the sixth year of full-time teaching. No more than two years of full-time teaching experience at institutions of higher education prior to becoming a tenure-track faculty member at Newberry College should be counted toward determining eligibility for academic tenure. All negotiations for credit toward tenure must be done at the time of hire.

The eligibility criteria and performance standards required for tenure at Newberry College are outlined in *FPM* Section III: D.

4. Contents of Professional Portfolio

Upon joining Newberry College, faculty members will begin assembling a Professional Portfolio of written reflections and evidence in support of their performance in the areas of teaching, service, and scholarship. After the faculty member submits the Professional Portfolio to the Office of Academic Affairs, the candidate has a right to review any material added to his or her portfolio, such as grade distributions and letters of recommendation. Members of the Tenure and Promotion Committee will review and evaluate only those materials pertaining to activities and accomplishments in teaching, service, and scholarship while at Newberry College. The Tenure and Promotion Committee recommends that the candidate consult with his or her Department Chair during preparation of the Professional Portfolio.

The Newberry College Professional Portfolio should be prepared according to the following guidelines:

- a. Cover Page
- b. Table of Contents
- c. Vitae
- d. Letter of Evaluation from Department Chair
- e. Other Letter(s) of Recommendation
- f. Reflections on Teaching (supported by appendices at the end of the portfolio) including a summary of teaching responsibilities highlighting philosophy, content expertise, evidence of excellence in teaching (honors/recognition), evidence of change based on review of assessment data, professional development activities related to teaching, and reflections on student ratings.
- g. Reflections on Service to the College and the Community (supported by appendices at the end of the portfolio) including a summary of service activities highlighting significant accomplishments.
- h. Reflections on Scholarship (supported by appendices at the end of the portfolio) including a summary of scholarship activities highlighting significant accomplishments and/or contributions to the profession.
- i. The Professional Development Plan, which will reflect the faculty member's self-evaluation and provide a personal focus for the next two years, with the understanding that it is possible to revise the plan as necessary. The plan is intended to encourage faculty growth; it is not intended as a contractual document. The professional development plan will include the following:
 - (1) areas for possible growth and improvement;
 - (2) goals based upon growth areas;
 - (3) plans/strategies for improvement; and
 - (4) possible assessment strategies.

5. Procedure for Professional Portfolio

During the third year of service credited toward tenure at Newberry College all tenure-track faculty will submit a complete Professional Portfolio following the guidelines listed above. During this Pre-Tenure Process, candidates will receive feedback from the Committee regarding their performance and developmental plans as represented in their portfolios and their Professional Development Plans. The following exceptions may apply:

- a. A Faculty member who receives one or two years of credit toward tenure for service at another institution will submit a professional portfolio in his/her fifth year of credited service toward tenure.
- b. A faculty member may petition to the Executive Vice President for Academic Affairs (by formal letter which states the reasons for the exemption) to have this third year submission requirement waived subject to the approval of the Executive Vice President for Academic Affairs and the Department Chair.

6. Review of Teaching Performance

Department Chairs will conduct reviews of teaching performance for all tenure-track faculty members in their department. Each review will include a classroom visit, and these reviews will continue annually until the faculty member achieves tenure. Following each visit, the faculty member will receive feedback from his or her chair. If a Department Chair is being reviewed, the evaluation will be made by the Executive Vice President for Academic Affairs.

7. Non-Tenure Status

Adjunct faculty, administrators and coaches with faculty rank, professional librarians, and some full-time faculty have term appointments and are on a non-tenure track status.

8. Appeals of Tenure and/or Promotion Decisions

Any faculty member who feels that either a tenure-denial recommendation or a promotion-denial recommendation made by the Tenure and Promotion Committee is unfair should discuss the matter with the Executive Vice President for Academic Affairs. If, after learning more about the Committee's deliberations, the faculty member is still convinced that the recommendation is unwarranted and unfair, the Executive Vice President for Academic Affairs will schedule a special session with that faculty member and the Tenure and Promotion Committee. If the Committee does not alter its original decision after this meeting, the faculty member has the right to file a written statement in opposition to the Committee's recommendation with the College President. The College President shall inform the faculty member of his recommendation in the matter. The faculty member may further appeal through the College President to the Board of Trustees.

9. Tenure and Promotion Standards for Performance in Teaching

The application of the standards of performance is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case. (A personal interview may be requested by either the candidate or the Committee.) The areas, in order of importance, are teaching, service to the college and community, and scholarship. (*See FPM Section III: D, 13.*)

a. Performance in Teaching: Overview

The quality of a faculty member's teaching shall be the most important category in making judgments about the granting of promotion or tenure. All faculty shall provide evidence of their teaching effectiveness. Since outstanding teaching consists of several elements which act in combination, the following areas should be considered in documenting teaching effectiveness:

(1) Content expertise—the extent to which faculty stay informed and current regarding the body of formally recognized knowledge, skills, and abilities necessary to teach their courses or to perform their primary responsibility.

(2) Course design skills—the extent to which the faculty demonstrate the ability to select and sequence course content, to structure course content within the discipline, and to utilize techniques for evaluating student learning.

(3) Course delivery skills—the extent to which the faculty make effective use of communication and interaction skills to promote learning in the classroom, including the ability to use a variety of instructional and organizational strategies. Successful use of innovative instructional technologies, service learning, and other holistic pedagogical techniques will be important considerations.

(4) Course management—the extent to which the faculty demonstrate the ability to handle the organizational and bureaucratic tasks of maintaining and operating a course.

(5) Motivation and mentoring skills—the extent to which the faculty demonstrate the ability to promote enthusiasm and appreciation in students for course subject matter, to help students excel as learners, to stimulate students' intellectual curiosity and to model for students the standards of performance and professionalism expected of them.

b. Teaching Performance: Evaluation

(1) Written evaluations of teaching performance should be made by the Department Chair (if a Department Chair is being reviewed, the evaluation will be made by the Executive Vice President for Academic Affairs) and by two members of the Tenure and Promotion Committee. The instrument (Classroom Observation Form) used for evaluating faculty instruction for tenure and promotion consideration and for the general evaluation of all teaching faculty (full-time, adjunct, and administrators and coaches who teach) is located in the *FPM: Appendix G*. Other required documentation includes:

- (a) Summaries of course evaluations by students
- (b) Grade distributions (provided by the Office of the Registrar)
- (c) Other sources of evaluation (e.g., student comments, peer letters to document a review of syllabi or texts used, videotape of teaching and self or peer analysis)
- (d) Course-related materials (e.g., overview of courses taught, syllabi and course objectives, sample teaching activities/experiences/materials, lecture outlines, reading lists, assignment sheets and handouts)
- (e) Evaluations of student performance; evaluation criteria
- (f) Student work samples (e.g., exams, quizzes, papers, student reflective journal entries)
- (g) Descriptions of teaching goals, approaches and strategies
- (h) Descriptions of uses of computer or other technology in teaching
- (i) Honors/awards related to teaching
- (j) Professional development efforts

10. Tenure and Promotion Standards for Performance in Service

Service shall be defined as using one's time, talent, and energy to perform or assist others to perform necessary duties and tasks. All faculty shall be responsible for providing service within the College. Service to the College should include service outside of the department that contributes to the broader concerns of the faculty and school administration as well as service within the framework of the department.

Service may be documented in any of the following areas:

a. Service Within the College

- (1) Advising—Advising includes such activities as assisting students in planning academic programs, helping students make career plans, providing feedback to students regarding academic performance and progress, writing letters of recommendation, helping students work through academic problems, and making referrals to support services that may be helpful to a student.
- (2) Administrative service—Administrative service may include, but is not limited to, serving as a departmental coordinator/chair, a program director, or a director of a grant received by the College or an individual.

(3) Other College service

- (a) Attendance at committee meetings and contribution to committee work;
- (b) Involvement in the College's efforts to recruit and retain students;
- (c) Assistance with departmental or college-wide functions;
- (d) Service as a sponsor/advisor to a student organization;
- (e) Participation in the assessment process of outside agencies (SACS, NCATE, etc.);
- (f) Service on a support team or a review committee.

b. Service Beyond the College

Including professional service, such as holding office or some other position of responsibility in a state, regional or national organization; serving as an evaluator, officer or consultant for an accrediting body; engaging in consulting activities related to one's area(s) of expertise.

c. Community Service

Including serving on a board, holding a public office, volunteering for community projects, documented integration of service learning into course instruction, and speaking or providing a presentation for organizations.

Possible sources of evidence to support service:

- (1) Description of advising responsibilities and responses to evaluations;
- (2) Materials developed for use in advising;
- (3) Materials prepared or used as part of committee work;
- (4) Materials produced for use in administrative assignments;
- (5) Summary of recruiting efforts;
- (6) Evidence of sponsorship of organizations;
- (7) Evidence of professional involvement in state, regional or national organizations;
- (8) Descriptions of consultant activities;
- (9) Copies of grant proposals;
- (10) Materials generated as director of a grant/program;
- (11) Evidence or testimonials regarding community service;
- (12) Evidence of coordination of assessment processes of outside accrediting agencies;
- (13) Evidence of membership on a support team or a review committee.

11. Tenure and Promotion Standards for Performance in Scholarship

Within their area(s) of expertise, all faculty shall be responsible for remaining active in scholarship and supplying evidence of scholarly activities. The following areas may be helpful in documenting scholarship:

a. Acquisition of New Knowledge: This knowledge may be gained from multiple sources: research, professional readings, collaboration with peers and other professionals, artistic activities, and attendance at conferences.

b. Integration and Application of Knowledge: Knowledge may be integrated or applied in many ways: development of a program, course, major, oral presentation, paper, publication, an artistic or collaborative project, and presentation, publication or performance of any of the above.

(1) Possible sources of evidence to support scholarship:

- (a) Samples of products of one's scholarship as appropriate to one's discipline (e.g., copies of papers, speeches, publications, or other authored or edited materials)
- (b) Evidence of artistic performance or exhibition programs
- (c) Descriptions of research projects, instructional improvement projects, collaborative projects, interdisciplinary teaching activities, preparation of a textbook or other teaching materials.

(2) Evidence of progress toward the completion of on-going projects and/or degree requirements.

- (a) Evidence of design of new courses, curricula or programs
- (b) Results of institutional research
- (c) Evidence of conference attendance/presentation
- (d) Summary of readings in the field for the year
- (e) Descriptions of professional/clinical practice or practicum experiences

NOTE: Copies of published articles and of printed programs of a conference when the faculty member served as a speaker, moderator, etc., must be submitted as part of the supporting documents.

12. Professional Librarians: Minimum Criteria for Consideration for Promotion

The application of these criteria is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case. Each professional librarian shall be evaluated on the basis of achievement in the categories of professional performance, scholarly or creative activities, service to the college, and service to the community. The library shall develop procedures for peer evaluation appropriate to its mission.

Category 1: Professional Performance includes the following items as is appropriate to the position of the candidate:

- (a) Annual evaluations by superiors
- (b) Evidence of expertise in the area of professional responsibility and effectiveness in carrying out assigned duties
- (c) Evidence of ability and willingness to accept additional responsibility and/or leadership
- (d) Evidence of cooperation in dealing with personnel at all levels
- (e) Evidence of efforts at self-improvement
- (f) Evidence of innovations in program implementation
- (g) Evidence of the development of special projects, resource tools, and/or the use of creative techniques in the performance of duties
- (h) Evidence of initiative and resourcefulness in solving unit problems
- (i) Evidence of ability to communicate effectively orally and in writing.
- (j) Other pertinent illustrations of professional performance

Category 2: Scholarly or Creative Activities may include, among other items:

- (a) Evidence of involvement in the work of professional societies
- (b) Publication of papers, books, or similar items
- (c) Evidence of research, either funded or unfunded
- (d) Evidence of awards, including funding of research proposals by external agencies after competitive review
- (e) Papers presented at professional meetings and seminars
- (f) Technical reports on research projects completed or in progress
- (g) Evidence of professional recognition by outside agencies, groups or other individuals to the field

Category 3: Service to the College may include, among other things:

- (a) Evidence of activities intended to enhance public understanding of the College or activities intended to develop the service function of the College
- (b) Evidence of committee activities at the College
- (c) Evidence of participation in activities in connection with funding agencies
- (d) Evidence of service to the public through consulting or other activities in the area of academic or professional competence of the individual
- (e) Evidence of performances, presentations, concerts, and other creative activities in the fine and performing arts.

Category 4: Service to the Community includes service to the public through participation in community life.

The minimal criteria for professional librarians applying for promotion in rank are as follows:

(a) Professional Performance:

In order to be promoted, candidates must provide evidence for all items in Category 1 appropriate to their position.

(b) Scholarly Activities:

In order to be promoted to Assistant Professor, candidates must complete Category 2 (a) and one other item in Category 2.

In order to be promoted to Associate Professor, candidates must complete Category 2 (a) and (b), plus any two other items listed under Category 2.

In order to be promoted to Full Professor, candidates must complete Category 2 (a) and (b), plus any two other items listed under Category 2.

(c) Service to the College:

In order to be promoted to Assistant Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

In order to be promoted to Associate Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

In order to be promoted to Full Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

(d) Service to Community: Professional librarians must provide evidence of appropriate service activities in Category 4 with no specific quantitative requirement given.

13. Eligibility Criteria and Performance Standards for Consideration for Advancement in Rank and/or for Academic Tenure: Chart.

ELIGIBILITY CRITERIA AND PERFORMANCE STANDARDS FOR CONSIDERATION FOR ADVANCEMENT IN RANK AT NEWBERRY COLLEGE

Criteria for Eligibility		Areas of Performance Evaluation ¹		
	Time in Rank	Graduate Credit	Teaching	Service to the College and the Community
To the rank of Assistant Professor	Three years as Instructor	Masters degree plus 18 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	Effective teaching and promise of continued development as a teacher	Effective service to the College and the Community and promise of continued development in this area
To the rank of Associate Professor	Five years as Assistant Professor	Masters degree plus 24 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	A pattern of consistently effective performance in: Teaching Service and promise of continued effectiveness in these areas.	A pattern of consistently effective performance in: Scholarship Service and promise of continued effectiveness in these areas.
To the rank of Full Professor	Five years as Associate Professor	Ph.D. or other terminal degree completed within the teaching discipline, approved by the Chair and the Vice President for Academic Affairs.		

ELIGIBILITY CRITERIA AND PERFORMANCE STANDARDS FOR CONSIDERATION FOR ACADEMIC TENURE

Criteria for Eligibility		Areas of Performance Evaluation ¹		
	Time in Rank	Graduate Credit	Teaching	Service to the College and the Community
Academic Tenure	No later than the sixth year of full-time teaching at Newberry. ²	Masters degree plus 18 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	A pattern of consistently effective performance in: Teaching Service and promise of continued effectiveness in these areas.	

Notes:

1. The application of these standards is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case.
2. No more than two years of full-time teaching experience gained at other colleges or universities may be counted toward tenure credit.

SECTION IV

ACADEMIC INFORMATION

A. General Procedures for New Faculty Members

(See online *Faculty Handbook* for this information at http://www.newberry-college.net/faculty_policies_info/.)

B. Faculty Responsibilities

1. Teaching

a. Absences from Class

(1) Faculty

If a faculty member is to be absent from class for any reason, he or she should notify his or her Department Chair and complete a “Report on Absence” form upon returning to campus. A faculty member should also attempt to secure a substitute teacher and make plans to help students to complete any classroom work missed. (*See online Faculty Handbook for this form.*)

The Department Chair must notify the Executive Vice President for Academic Affairs of absences within the department.

(2) Students

Since Newberry College expects students to attend all classes for which they are enrolled, instructors may establish specific attendance policies governing their classes and provide them to their students at the beginning of each term.

Note: Faculty, staff, and coaches who take students off-campus for authorized absences as part of official college business (athletic events, concerts, conference, field trips, or similar programs) during any portion of the day (8:00 a.m.—4:00 p.m.) which results in missed classes, must provide the Office of Academic Affairs with a list four days before the planned trip containing the following information:

- (a) Names of all students, faculty, and staff participating in the event.
- (b) Time of departure from campus
- (c) Time of expected return to campus
- (d) Sponsor of event

The Office of Academic Affairs will send a memo to Faculty containing the names of the students and when they will miss classes as part of an authorized absence on official College business. (*Approved by Cabinet on May 27, 2005*)

b. Course Syllabi

Prior to the first class meeting of any class during each teaching period (regular semester, May Term, or summer session), a faculty member must submit in designated electronic format an updated course syllabus that has been approved by the Department Chair, who then submits all department syllabi to the Office of Academic Affairs. This syllabus serves as an advanced organizer for both the professor and student and should include test dates, project deadlines, and student presentation dates whenever possible. Faculty should use the syllabus template, which contains all components required and recommended by the Office of Academic Affairs. (*See Appendix H: Course Syllabus Template.*)

Student manuals, which faculty may develop, are an alternative to course syllabi. These bound manuals include the information from the syllabus plus other information germane to the course. Other information may include handouts for various parts of the course, maps, summary formulas, and other information that gives a more complete picture of what goes on in the course. Materials for manuals should be submitted to the Faculty Support Staff for reproduction at least two weeks prior to the start of the term.

c. Full-time Teaching Load

Full-time faculty teach 12-15 credit hours each semester for a total of 24-30 credit hours an academic year. Typically a faculty member will have no more than three preparations in either three-credit or four-credit hour courses during a single semester.

The general rule across all departments is that the faculty teaching load credit for each class is the same as the credits a student earns for a given course. This carries over to the diverse number of credits per course in the Department of Music except for two categories: lessons and ensembles. Three private thirty-minute music lessons per week are equivalent to one load credit. Major ensembles (Marching Band, Concert Band, Jazz Ensemble, Singers, and Madrigals) award two teaching credits for every three hours of rehearsal, while smaller ensembles assign one hour of teaching credit for every two hours of rehearsal.

Assigned teaching loads of professional education teaching faculty shall include service to the public schools and supervision of interns (student teachers).

Assigned teaching loads of nursing faculty are adapted from the Lenoir-Rhyne College, Nursing Division workload formula explained below:

The Nursing faculty role includes responsibilities related to teaching such as course instruction; teaching preparation; curriculum development and evaluation; student evaluation; and advising. Other aspects of the faculty role include scholarship and professional development plus service to the College and to the community. In keeping with the Nursing program's philosophy, the Department recognizes that faculty members are individuals with unique abilities, needs, and character. Given this philosophy it is expected that variety in faculty roles will be negotiated to facilitate meeting the needs of the department through utilization of the unique contributions and expertise of each faculty member.

The usual teaching load for Nursing faculty is between 12-15 credit hour equivalents (CHEs) per semester. (Teaching load may be equalized over the academic year.) This teaching load constitutes approximately 60% of the faculty load, with the remaining percentage divided equally between service and scholarship/professional development. Alterations may be negotiated for research, faculty practice and special projects of the Department or College. Teaching assignments are calculated on the basis of the Department's responsibility to meet curriculum requirements. Courses offered for other departments including COL 101-102, directed independent studies, and internships are not calculated in this load but are considered when teaching assignments are determined by the Chair of the Department of Nursing on a yearly basis.

The following guidelines direct the determination of nursing faculty workload in NUR courses, on-campus laboratories, and off-campus clinical courses:

1. The faculty will be awarded CHEs equal to the number of credit hours for the course when entirely taught in the classroom.
2. The faculty will be awarded CHEs equal to the number of credit hours for the course when serving as course coordinator for a laboratory course.
3. The faculty will be allocated an additional 0.5 CHE for each of the following:
 - a. When serving as sole teaching faculty for a course with more than 24 students.
 - b. When teaching a course the first time.
 - c. When functioning as course coordinator with two or more faculty.
4. The faculty will be allocated two additional CHEs for each 3-hour campus lab of up to 8 students.
5. The faculty will be allocated additional CHEs equal to the actual contact hours per week for each clinical group of up to 8 students directly supervised.
6. The faculty will be allocated additional CHEs equal to one third the contact hours for each group of up to 8 students indirectly supervised through clinical instructors or preceptors.

d. Final Examinations

A course culminating experience is required for each class; the examination schedule is prepared by the Registrar. No final examination or course culminating experience in any course shall be given in advance of the scheduled date.

A faculty member who has an unavoidable conflict with the final examination schedule must receive written approval from the Department Chair and the Executive Vice President for Academic Affairs in order to administer an examination outside the schedule published for faculty and students.

Students must take final examinations in the class sections in which they are enrolled; they will not be permitted to change sections for examinations without written approval by the Executive Vice President for Academic Affairs at least 20 days prior to the beginning of the examination schedule.

Only seniors with an average of "B" or higher in a course during their final semester of final summer term or terms before completing work for a degree, at the discretion of the instructor,

may be exempted from the final examination in that course and be awarded grades they have maintained through the last class period. To be eligible, formal application for a degree must be on file in the Office of the Registrar.

At the beginning of the semester, the professor in charge of the class will make a policy statement with reference to the exemption of examinations.

e. Tutoring

There is no compensation for professors who tutor their own students. When students need special assistance, professors are urged to consult with the Director of the Academic Skills Center (ASC) and to establish a peer tutorial schedule with the ASC. The ASC may request the name(s) of students who could help lead the peer tutorials or who could be willing to help tutor on a more individualized basis.

f. Academic Advisement

Although the responsibility rests with the student to ensure all degree requirements are met, each student is assigned a Faculty Advisor to assist with planning a course of study and to give direction in both educational and career matters. The Director of Student Academic Services assigns all new students an advisor in their major academic area before Orientation. All Faculty are encouraged to advise their department's major and minors.

g. Release Time for Faculty

Faculty may receive release time for administrative appointments or research. Faculty may receive release time from the standard 12 teaching hours a semester for administrative appointments, such as serving as director of theatre productions, coordinator of student teaching, or doing approved research. All release time must be approved by the Executive Vice President for Academic Affairs and the College President. Release time hours will be listed in the annual contract. All release time is subject to review on an annual basis.

h. Office Hours

All faculty publicly post a regular schedule a minimum of five on-campus office hours each week so that students may know specific times when faculty members are available for assistance. Faculty must also be available for a minimum of five additional hours by appointment and/or electronically at times designated by professors. Office hours may not be posted during Chapel or during Convocation.

2. Other Faculty Policies and Procedures

a. Assessment

Faculty participate in academic program assessment as part of the College's institutional effectiveness program. Specific assessment procedures are outlined in the Academic Assessment

Manual (<http://ncassessmentmanual.pbworks.com/>) prepared and maintained by the Academic Assessment Committee and approved by the Office of Academic Affairs, in collaboration with the Office of Institutional Effectiveness.

b. Convocations

Faculty members must also participate in regular academic convocations and May baccalaureate and commencement exercises. They are encouraged, but not required, to participate in the December commencement as well as any other special convocations designated by the College President.

c. Chapel Attendance

Attendance at Wednesday morning and other worship services is voluntary for faculty, staff, and students. However, no meetings or office hours should be scheduled during the chapel hour.

d. Reading Day

Reading Day is a day provided to students for study and consultation with professors before examinations begin. Faculty must be available to students during designated office hours either on campus or electronically.

e. Communication Across the Curriculum Program (CACP)/Fine Arts and Lectures

Faculty members are expected to provide opportunities for students to complete Communication Across the Curriculum Program (CACP) Level 2 and 3 writing requirements. The *CACP Manual* containing policies and procedures is located online at www.newberry.edu/academics/cacpprogram.asp.

Faculty members will work with the FAL (Fine Arts and Lectures) Committee to ensure a broad range of appropriate Fine Arts and Lecture events are available to students.

f. Newberry College Study Abroad Opportunities

(A task force is currently redesigning this program.)

Students interested in study abroad should consult their Department Chairs for information and become familiar with the following procedures:

- (1) *Financial Aid*: For purposes of financial aid and in accordance with accepted practices, students will be
 - (a) treated as enrolled Newberry College students,
 - (b) take full loads which can be 3-4 courses abroad and may include a 490 Special Studies course, and
 - (c) be packaged for their aid in the traditional manner, institutional aid will be monitored carefully in each case to limit sending institutional funds abroad.

(2) *Travel Expenses*: Student travel expenses will be included in the package, if this expense has been incorporated in the basic package and articulation with the school the student is planning to attend abroad.

(3) *Articulation Agreements*: An articulation agreement must be in place for each institution to which we send students. The agreement must include the financial obligations which the host college assumes and the costs that Newberry College will incur in the exchange. All correspondence should be forwarded to the Executive Vice President for Academic Affairs/Dean of the College who will develop the actual articulation used in each case. The faculty member developing the ties is encouraged to identify the host schools and initiate the articulation process by identifying the appropriate person at the host school and providing relevant information to the Executive Vice President for Academic Affairs/Dean of the College.

(4) *Insurance*: Students going abroad will need to have insurance for that purpose. If this is not provided by the host college, then the student must acquire it prior to going. A list of potential providers is available.

(5) *Housing, food, local transportation*: If possible these items should be a part of any articulation and package program provided by the host institution.

(6) *Costs and Money*: Students need to be aware that there will be costs which are not covered and they must be prepared to take sufficient funds to support themselves while abroad.

(7) *Passports, visas, immunizations*: Students are personally responsible for obtaining passports and any required immunizations required. The College will provide information to assist students in applying for any Visa required.

(8) *Dormitory and food service at Newberry College*: During the semester abroad the student will not live on the Newberry campus or eat in the dining hall.

(9) *Grades*: Credits will be pre-approved for specific courses to be taken abroad and a grade of 'extended credit' recorded at the end of Spring Semester. Upon receipt of the official transcript the student's final grades for the semester will be entered in the Newberry College records by the Registrar.

(10) *Host Schools*: Newberry College will verify in advance, through NAFSA or other agencies that the host institution is appropriate and that the credits earned will be applicable to the student's Newberry College degree.

These policies and procedures were developed by joint effort of representatives of the Business Office, Financial Aid, Registrar's Office, Office of Academic Affairs and faculty.

g. Summer School and May Term

The College conducts a May Term and two summer sessions. Faculty members who wish to teach during the Summer School period should notify the Department Chair who submits

recommendations to the Executive Vice President for Academic Affairs. Class schedules are determined by the Executive Vice President for Academic Affairs and the Registrar. Faculty members are generally encouraged to teach during only one of the two five-week summer terms in order to reserve adequate time during the summer months for relaxation, scholarly research, or graduate study.

1. The College has the following policies regarding the May Term:
 - a. No professor can teach more than one course.
2. The College has the following policies regarding the two Summer School sessions.
 - a. No courses will be guaranteed.
 - b. If necessary, courses may be offered by student request if at least five students are interested. No professor can teach more than two courses per session.
 - c. No new courses can be added after a summer session begins except by petition of six or more students to the Executive Vice President for Academic Affairs.
3. Salary scale for Summer School. (*See FPM Section V: D*)

h. The Summerland Honors Program

Professors may be invited to teach in the Summerland Honors Program upon referral by the Department Chair or by a member of the Summerland Honors Program Committee and upon approval of the Summerland Honors Program Committee and the Executive Vice President for Academic Affairs.

i. The fastFORWARD Program

Professors who desire to teach in this Adult Degree Completion Program should contact the Director of *fastFORWARD*. (*See FPM Section I: E.*)

SECTION V

FACULTY COMPENSATION AND BENEFITS

A. Full-Time Teaching Contracts, Letters of Intent, and Adjunct Contracts

1. Full-time faculty who will be contracted to teach for the upcoming academic year shall receive a “Letter of Intent” signed by the Executive Vice President for Academic Affairs (EVPAA) by April.
2. Faculty not intending to teach for the following academic year will so notify the EVPAA by May 1.
3. Teaching Contracts for returning full-time faculty will be issued by July 1 (immediately following approval of the College fiscal year budget by the Board of Trustees) for the following academic year.
4. The full-time teaching contracts will include salary, rank, tenure status, and teaching assignments including any release/reassigned time. Contracts will be signed by the Executive Vice President for Academic Affairs, the College President, and the faculty member.
5. Adjunct contracts for part-time faculty members, including staff, coaches and librarians teaching courses, shall be issued prior to the beginning of the semester or summer term of employment.
6. Adjunct contracts shall state the salary, rank, and teaching load for part-time instructors.
7. Copies of signed faculty contracts, full-time and adjunct, will be on file in the Office of Academic Affairs and in Human Resources.
8. The Compensation and Finance Committee of the Board of Trustees has the authority to develop language for insertion in Newberry College personnel contracts which should allow, upon Board approval, the College administration to make revisions in employee contracts, should extreme financial conditions occur during the fiscal year. *(Approved by the Board of Trustees on February 14, 2009)*

B. Payment of Salary

1. Traditional Academic Year (Fall and Spring terms)

- a. Salaries for full-time faculty members are paid in twenty-four equal installments on the 15th and 30th of each month (or closest business day thereto), from September through August.
- b. Salaries for adjunct faculty members are paid in equal installments on the 15th and 30th of each month (or closest business day thereto) of the term of the adjunct contract.

2. May and Summer Terms

- a. Salaries for the May term courses shall be paid on June 15th (or closest business day thereto).
- b. Salaries for the Summer I Term shall be paid on June 15th and June 30th (or closest business day thereto).

c. Salaries for the Summer II shall be paid on July 15th and July 30th (or closest business day thereto).

3. Method of Distribution

Unless mutual agreement is reached otherwise, all compensation shall be directly deposited to the employee's checking account (deposit information must be on record) so as to be available on the 15th or 30th of each month.

C. Salary Advances

The College does not make advance salary payments.

D. Salary Scales

1. Salaries for full-time faculty members—The College does not have an established salary scale by discipline or rank. It is recognized that the “market value” (acquisition salary) of faculty members varies, depending upon discipline, education, experience, rank and prevailing market conditions at the time of hire. The College uses its best efforts to recruit new faculty members at the lowest, acceptable salary level, commensurate with the needs of the College, taking into consideration the salaries of existing faculty members in the same department. However, the current needs of the department and College are the primary considerations.

2. Salaries for adjuncts (including *fastFORWARD*)—The College shall periodically establish and announce per credit hour rates for adjuncts based on educational level, discipline and prevailing market conditions, the objective being to acquire the highest level of expertise and experience at the lowest possible cost, including travel expenses, based on current conditions.

3. Salary Scale for May and Summer Terms—The College has updated and shall periodically update a compensation schedule for May and Summer Terms, based on the number of credit hours and the number of students enrolled in each course (including minimum levels). This compensation scheme is designed to encourage instructors to schedule courses that are of interest to and are needed by students.

4. Salary Scale for Overloads—The College has updated and shall periodically update a compensation schedule for overload teaching, currently defined as more than 12 credit hours per semester, minus approved load reduction. The rate per credit hour shall be based on educational level and the number of students enrolled in the course.

5. Criteria for Faculty Salary Increases – The College reviews faculty salaries annually (usually during May – June) as part of the budgeting process for the coming fiscal year. Salary increases for full-time faculty members are based on the following considerations:

- (a) Annual increase in the cost of living as published by the Federal government.
- (b) Professional performance, based on faculty members' contributions to the success of their

academic departments and to the success of the College in general. Performance in teaching, service, and scholarship will weigh heavily in determination of merit-based salary increases.

(c) Enrollment and the financial condition of the College.

(d) Other factors that may influence the amount of a faculty member's raise: relative current salary, changes in responsibility over the previous year, market forces, and the salary history of each individual vis-à-vis institutional history of salary increases.

The Executive Vice President for Academic Affairs shall make recommendations to the College President concerning the general faculty salary scale and annual salary increments for individual faculty members. Ultimately, the Board of Trustees approves all salary increases as part of its approval of the annual budget for the College.

Any faculty member who feels that he or she should receive a salary larger than the one offered in an annual contract may discuss the matter directly with the Executive Vice President for Academic Affairs. If he or she is still not satisfied with the level of remuneration, the faculty member may file a written appeal with the President.

6. Increases in Salary with Promotion in Rank

The College will award the following minimum salary increases with promotion in rank:

To Assistant Professor	\$1,500
To Associate Professor	\$2,000
To Professor	\$2,500

Salary increases with promotion in rank will be effective with the first contract year a faculty member is appointed at the new rank; such increases will be in addition to any annual increases awarded according to the guidelines stated in the previous section.

7. Terminal Degrees

Doctorates and the Master of Fine Arts degree (M. F.A.) are considered to be terminal degrees for determining salaries for summer school, overloads, and adjunct faculty.

SECTION VI

APPENDICES

Appendix A. Acknowledgement of Receipt of 2010 Faculty Policies Manual and Approval of the College President

ACKNOWLEDGEMENT

Faculty: Please read carefully, initial each paragraph and sign this acknowledgement.

_____ I have been given a copy of and have read and understand the *Newberry College Faculty Policies Manual, 2010-2011*. I understand that these policies are present only as guidelines of some of the policies of Newberry College and that they will be changed and updated when necessary, according to the procedures outlined in Appendix B. I also acknowledge that I must follow campus-wide policies and procedures detailed in the online *2010-2011 Newberry College Faculty Handbook*, located on this web page: http://www.newberry-college.net/faculty_policies_manual/.

_____ I understand that the contents of these policies are not intended to create a contract between Newberry College and any employee, but that the teaching contract binds faculty to this faculty policies manual. Nothing in these policies binds Newberry College or any employee to any specific procedures, policies, benefits, working conditions, or privileges of employment or definite period of employment.

_____ No one other than the College President has the authority to bind Newberry College to any employment contract for any specified period of time, either verbally or in writing. The only valid employment contract between Newberry College and any employee must be in writing and signed by the College President and Executive Vice President for Academic Affairs.

Employee Signature

Date

College

Date

Faculty must sign an acknowledgement that they have received the updated FPM. This acknowledgement could be a return e-mail, a signed form, or a line in faculty contracts.

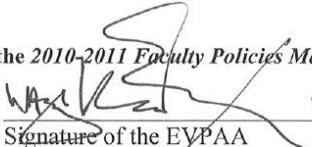
I approve the policies and procedures as delineated in the 2010-2011 Faculty Policies Manual.



Signature of the College President

1/27/11

Date



Signature of the EVPAA

1/27/11

Date

Appendix B. Procedure to Amend the Faculty Policy Manual

1. Amendments to the *Faculty Policies Manual* (FPM) can be proposed by Faculty Council or by the College President. Faculty Council may prescribe a method whereby faculty members can generate and submit to Faculty Council proposals to amend the FPM. The College President may prescribe a method whereby administrators can generate and submit to the College President proposals to amend the FPM.
2. When either Faculty Council or the College President proposes an amendment to the FPM, the proposal will be sent to the other party. Every effort will be made to develop a consensus between Faculty Council and the College President. If both Faculty Council and the College President deem it advisable, a committee consisting of an equal number of faculty members (selected by Faculty Council) and administrators (appointed by the College President) will attempt to reconcile any differences.
3. If Faculty Council and the College President agree on a proposed amendment to the FPM, the proposal will be forwarded to the full Faculty at the next regularly scheduled Faculty meeting, and is subject to the two meeting rule. Final approval by the Faculty must take place by the April Faculty meeting.
4. Once Faculty approval is obtained, the College President will sign amendment, which shall take effect at the beginning of the next academic year.
5. Upon signature of the amendment, the College President shall notify the Board of Trustees of the change to the Faculty Policies Manual.

Appendix C. Academic Proposal Form

Newberry College Academic Program Proposal

Name of Program/Minor/Major/Course*:

**If an existing course, please indicate course number and title of course.*

Department/Division:

Chair:

Date:

Semester/Year in which this proposal will become effective:

Please indicate purpose of this proposal: _____ Add _____ Eliminate

Nature of this proposal: _____Program _____Minor _____Major _____Course

If this is a new course, please include a course name and description, number of credit hours to be awarded, how the major/minor will be affected, if the course needs Teacher Education Committee approval, and whether or not the course will be a core curriculum course.

(1) Describe the proposed change. Include attachments if appropriate.

(2) Describe the proposed change's specific objectives and goals.

(3) Why is the proposed change good for the College?

(4) How does the proposed change support the mission of the College?

(5) What specific College goals, if any, does the proposal address?

- (6) How does the proposed change affect other programs/academic needs?
- (7) How does the proposed change affect staffing needs?
- (8) What new equipment and/or additional equipment does the proposal require?
- (9) What new/additional physical facilities (e.g., classroom, lab space) does the proposal require?
- (10) What is the estimated cost of the proposed change?
- (11) Provide a plan for transition from the status quo to the proposal, including an approximate schedule.
- (12) How will the proposal affect students?

Department Chair: At least two weeks prior to the scheduled Faculty Council meeting, please submit this form and supporting documents to the following offices or academic bodies in the order in which they appear:

Academic Affairs _____ approved _____ denied

Institutional Effectiveness _____ SACS cleared

Faculty Council _____ approved _____ denied

(Approved by Faculty Council 1/24/2011)

Appendix D. Annual Faculty Report

Newberry College Annual Faculty Report

The purpose of the Annual Faculty report is to:

- 1) form the basis for annual formative review and improvement of faculty performance,
- 2) provide a basis on which to build tenure and promotion portfolios,
- 3) act as a basis for potential merit pay increases, and
- 4) to update faculty files.

Please submit a brief report that addresses the following items to your Chair by the requested date in the spring semester. Your report is to be NO MORE THAN three pages plus the attached syllabus.

Teaching

1. Titles of courses taught Spring, Summer, and Fall semesters. Were any courses taught for the first time? Did you teach more than twelve semester hours (Spring & Fall), including independent study or similar courses? Please note that teaching during the summer is considered optional.
2. Please attach a representative course syllabus to document effective course design and organization, student and program learning outcomes, activities, and evaluation methods. Make comments on strengths of your syllabus and potential improvements now that you have taught the course.
3. Outline your teaching accomplishments for the year (Include effective instructional strategies or course assignments; revision or development of courses or curriculum; supervision of special projects).
4. Discuss how assessment results led you to experiment with new methods of improved instruction, and describe any new assessment tools you implemented this year. What methods have you used to improve your teaching, to engage students in their own learning, to ensure accessibility to students and to maintain currency in your field? Faculty members should report and evaluate attempts at significant experimentation with methods to improve instruction.
5. Present a summary of and reflection on student appraisals of your courses and instruction. This reflection should identify both areas of strength and areas in need of improvement.

Scholarship

1. Outline your methods and accomplishments relative to acquisition of new knowledge (examples include research activities, professional readings, collaboration with peers, artistic or other creative activities, attendance at conferences). Did you involve students in your research or other scholarship activities?
2. Outline your methods and accomplishments relative to integration and application of knowledge (examples include development of a program, presentation or paper; publication; artistic or collaborative project or performance).

Professional Service within the College and Service Beyond the College

1. Summarize your duties relative to academic advising activities and other guidance you have provided students (examples include number of students advised, career guidance, letters of recommendation, referrals to support services).
2. Summarize your accomplishments or contributions made to the college through administrative service, committee service, student organization advising, or other leadership responsibility.
3. Summarize your professional service (examples include offices held in state, regional or national organizations, consulting activity; special service to the public schools; professional consulting).

4. Community service (examples include serving on a community board, volunteer work, speaking engagements).

Other Evidence of Professional Growth and Development

Include any other professional activities not mentioned above which are of notable contribution to your professional development (e.g., methods used for upgrading and augmenting existing skills or developing new ones, for maintaining active participation in the public schools, for maintaining contact with professional peers).

(Adopted by Faculty, October 28, 2002 and updated on January 25, 2011)

Appendix D (continued). Annual Faculty Report

Newberry College **Faculty Performance Evaluation Summary**

NAME _____ ACADEMIC YEAR _____

This sheet is to be added as a cover to an individual's *Annual Faculty Report*. The Chair and faculty member will come to an agreement on individual comments for each of the three areas. Signatures at the bottom verify that both individuals agree that the information is factual and represents a summary of activities. The two individuals may disagree on the importance of the comments. Attach any additional comments as needed. Both individuals should sign or initial any attachments. The entire Annual Faculty Report and Evaluation Summary will be forwarded to the Executive Vice President for Academic Affairs who will meet with each Department Chair to review and make recommendations about faculty performance.

TEACHING – Summary of positive and negative comments:

RESEARCH AND CREATIVITY (SCHOLARSHIP) – Summary of positive and negative comments:

CAMPUS AND COMMUNITY SERVICE – Summary of positive and negative comments:

Faculty member signature: _____ Date: _____

Chair signature: _____ Date: _____

(Adopted by Faculty, October 28, 2002 and modified January 2011)

Appendix E. Off-Campus Employment

REQUEST FOR ADMINISTRATIVE APPROVAL OF OFF-CAMPUS EMPLOYMENT (Prior Approval Required)

Academic Department _____ Academic Year _____
Name _____ Date _____
Office Telephone _____ E-mail _____
Home Telephone _____ Cell phone _____

1. How many hours each week do you plan to devote to this income-producing activity beyond your Newberry College contract during the academic year? _____

2. Describe this off-campus employment:

3. List the weekly schedule of your outside employment:

Work Day(s)	Work Hours
_____	_____
_____	_____
_____	_____
_____	_____

4. List the name of your outside employer and the location of your off-campus work activity:

Employer _____

Work Address _____

Telephone Number _____

5. By my signature I verify that this part-time employment creates no conflicts of interest with my full-time contractual obligations to Newberry College.

Faculty Signature _____ Date _____

6. The Department Chair, the Office of Academic Affairs, and the President are required to authorize all outside employment activities of faculty members who are under full-time contracts to Newberry College. A copy of this form will be returned to you after your off-campus work activity has been processed.

Department Chair _____ Date _____

Vice President for Academic Affairs or designated Associate Dean _____

_____ Date _____

College President _____ Date _____

(revised 2010)

Appendix F. Standing Committee Descriptions

Purposes and Descriptions of Academic Committees

(All Committees are currently being considered for revision as per the development of a comprehensive strategic plan.)

Elected Committees and Positions

Chair of Committee – *Elected Annually unless otherwise indicated, Chair is appointed by the EVPAA.*

NOTE: *Terms of all elected committees/positions begin the Monday following May commencement.*

Committee	Purpose and Responsibilities	Membership
Academic Affairs/Honorary Degree/Board of Trustees	To review and recommend programs and personnel policies integral to fulfilling the academic mission of the College; to formulate and recommend to the Board of Trustees, policy statements on the conferring and awarding of such distinctions, honors, and honorary degrees as the Board may be authorized by law to confer and award.	Chair, BoT member At least three other Trustees Chair of Faculty Council (<i>ex-officio</i>) Two at-large Faculty Representatives EVPAA as an <i>ex officio</i> , voting member
Faculty Council	To serve as an executive committee of the faculty; to assist in the preparation of the faculty meeting agenda; to give, final approval to all course changes, additions, and deletions that are proposed by academic apartments; to make recommendations to the faculty concerning changes in major and minor programs that effect other departments and graduation requirements; to hear appeals from students requesting exemption from graduation requirements; to serve as a Review Committee if a faculty member is terminated for a cause (see Section III, 9, <i>FPM</i>). Also, the President shall consult with the Faculty Council prior to requesting an official determination of financial exigency from the Board of Trustees (see Section III-10, <i>FPM</i>).	Chair ([Tenured or Tenure-Track], who also serves as a non-voting member of the BoT) 6 Tenured or Tenure-Track Faculty from different disciplines Registrar (<i>ex officio</i>) EVPAA (<i>ex officio</i>)

Faculty Marshal	To identify, in consultation with the Registrar, students eligible to serve as Newberry College Student Marshals and be responsible for extending letters of invitation to eligible students; to provide, with assistance from experienced Student Marshals, for newly selected Student Marshals' instruction and orientation about expectations and responsibilities essential to representing our Newberry College community; to collaborate with other faculty—especially the college organist—and staff in planning, organizing and implementing all official convocations and commencements scheduled during any given academic year, including coordinating Student Marshal involvement and leading Faculty Processionals and Recessionals during all convocations and commencements scheduled at Newberry College.	(1 year)
Faculty Secretary	To record, emend as necessary, and maintain hard copy and electronic files of minutes of all faculty meetings; to forward minutes to Academic Affairs for inclusion in the agenda of the next Faculty meeting.	(2 years)
Parliamentarian	To become familiar with <u>Robert's Rules of Order, Newly Revised</u> ; to function as a consultant during faculty meetings, providing advice solely on matters of parliamentary procedure; to offer opinions about procedure only when called upon or when necessary to correct serious errors in the proceedings. NOTE: <i>Parliamentary law gives to the chair alone the power to rule on questions of order or to answer parliamentary inquiries.</i>	1 Faculty member elected for two-year term
Strategic Planning <i>Currently being revised</i>	To work with the administration and students in planning for the future of the College.	EVPAA, Chair VPBA Dir. Human Resources VPEM VPSA Campus Pastor VPIA NCSGA Pres. Alumnus Trustee 4 Faculty (one-year terms)

Tenure & Promotion	To recommend tenure and promotion of faculty to the President and to implement periodic review of faculty teaching, scholarship, and service to the College.	7 Tenured Faculty from different Disciplines
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Standing Committees

Committee	Purpose and Responsibilities	Membership
Academic Assessment	To coordinate Academic Affairs level assessment activities across academic departments, as required to meet accreditation requirements (SACS, NCATE, AACN-CCNE & SPA) and institutional effectiveness objectives; to advise and assist the EVPAA in developing and implementing effective, data-based assessments of courses, instructors and programs across all academic programs; to advise and assist the EVPAA in selecting and implementing the Unit Assessment System (UAS); to assist Department Chairs and faculty in effective, data-based assessment across all programs; to interact with the Institutional Assessment Committee as required in institutional effectiveness and quality enhancement programs.	5 Faculty from different disciplines Director of Institutional Effectiveness, <i>ex officio</i> , non voting Associate Dean of the College, <i>ex officio</i>
Academic Integrity Committee	To hear cases of alleged academic violations of the Newberrian creed.	3 Faculty, appointed annually by the Dean of the College 2 Students, appointed annually by the Dean of the College
Academic Technology Committee	To act as an advisory group to the Academic Affairs representative on the Institutional Information Technology Committee; to develop long-range strategies for information, instructional and library technology within Academic Affairs.	5 faculty from different disciplines OIT director, <i>ex officio</i> , no vote Associate Dean of Academic Affairs, <i>ex officio</i> , no vote
Admissions & Student Aid	To recommend admissions status of applicants to the College who are considered marginal or at risk; to develop policy recommendations for admissions procedures and retention efforts; to take action on Student Aid issues as appropriate.	Director of Financial Aid Director of Academic Skills Center Director 2 Faculty Athletic Representative EVPAA, <i>ex officio</i> Director of Enrollment Management, <i>ex officio</i> , non-voting

Athletics	To evaluate contributions of intercollegiate athletics to the well-being of the College; to recommend policy changes in the athletics area to the faculty and President if needed; to report the activities to the Committee on Athletics of the Board of Trustees.	Registrar Athletic Rep. Faculty Athletics Representative (FAR) who serves as an advocate for Student athletes 4 additional Faculty Senior Woman Administrator President, Student Athletics Advisory Committee
Communication Across the Curriculum Program (CACP) Committee	To recommend assessment and modifications of the Communications Across the Curriculum Program; to provide guidance to the director of the CACP in ascertaining that policies and procedures of the Communications Across the Curriculum Program are upheld.	Dir. CACP, Chair Registrar 2 Students 6 Faculty Representatives from varied disciplines
Fine Arts and Lectures (FAL)	To select and approve programs for the Fine Arts & Lectures Series working within the approved budget; to approve programs that fulfill the FAL graduation requirement; to cooperate with Academic Departments in securing co-curricular presentations and/or artistic events; to cooperate with County and State Arts Councils to assist in programming; to cooperate with Dept. of Marketing to publish appropriate PR materials; to distribute FAL Calendar of events at least once per semester; to recommend guidelines, policies, and procedures for programming and presenting FAL events; to enrich the creative life of the College and Newberry County.	6 Faculty 1 Institutional Advancement Rep SGA Rep.
Health and Safety Committee	To work toward the elimination of workplace injuries and illnesses; to ensure that the College is in compliance with the regulations from OSHA, SARA, EPA, DHEC, and other governmental entities, including requirements concerning the use, tracking and disposal of hazardous materials, and exposure to blood borne pathogens on campus; to ensure that the College maintains appropriate safety plans and procedures for worker health and safety, and has procedures in place to respond to adverse events such as fire or storm; to maintain	Chair elected or appointed by HR from membership Human Resources representative Safety Officer VPBA VPSA Head of Security Dir. Physical Plant Campus Nurse

	and update the <i>Safety Manual</i> for the campus; to promptly investigate and respond to unsafe working condition reports brought to the attention of the Committee; to recommend policies and procedures that will minimize unsafe practices and maximize healthy/wellness practices; to recommend changes in physical layouts and structural design to reduce potential hazards; and to promote campus-wide wellness. The Committee will make a written report of recommendations on a regular basis, to be no less than once each year, to the Administration.	Athletic Trainer NCSGA Rep. 2 Faculty
Human & Animal Research	<p>To ensure that the college is in compliance with federal, state and local regulations regarding human and animal research; specifically, to ascertain that research conducted on human subjects is in compliance with U.S. Department of Health and Human Services and that research conducted on animals complies with U.S. Public Health Services Policy on Humane Care and Use of Laboratory Animals.</p> <p>To review faculty and student research proposals and surveys (excluding institutional assessment instruments) that are used outside an individual instructor's classroom and are to be conducted by members of the Newberry College community in order to ensure compliance with applicable regulations; to make recommendations that will allow approval of the proposal within ethical parameters.</p>	4 Faculty from different departments
Multicultural Heritage	To develop awareness, respect and appreciation of the diverse cultures and heritages on the campus and in our society; and to recognize and celebrate their gifts and contributions to our life together.	1 Trustee 4 Faculty 1 Students 1 Student Affairs rep.
Scholarships & Awards	To recommend to the faculty and the President student candidates for special recognition for Honors Day, Awards Day and Commencement; to represent the faculty in the selection of scholarship recipients to be selected by the full faculty.	Registrar 1 Student Affairs Rep 1 Institutional Advancement Rep 4 Faculty 1 Financial Aid Rep

Student Life	To formulate, review, and revise College rules, regulations, and policies in the area of extracurricular activities, student government, housing, fraternities and sororities, conduct, discipline; to hear student appeals to live off campus when they do not meet the criteria that have been established; to act as an advisory board to the Student Affairs Office in the regulation of extra-curricular activities (except intercollegiate athletics); to approve the charter of student organizations; and to make recommendations to the faculty and the administration on matters pertaining to student life.	Chair: 1 Faculty Campus Pastor Director of Student Activities 1 Admissions Rep. Athletic Rep. 1 SGA 1 Student-at-large Dean of Students, <i>ex officio</i> , non-voting
Student Media	To provide supervision, mentoring, guidance and advocacy for student-produced media, including print, broadcast and online productions, on the Newberry College campus.	All Faculty/Staff who supervise student media/publications and student editors, etc.
Teacher Education Committee/ Teaching Fellows Advisory Committee	To serve as an interdisciplinary committee of college and community representatives who assemble to review, analyze, and provide input on all aspects of the teacher education program at Newberry College; to ensure the integrity of the Teacher Education Program in a manner which benefits South Carolina's learners as well as the profession of education; to provide guidance to the Teaching Fellows and the Director of Teaching Fellows.	Chair of Dept of Education 5 Faculty (1 representative each from PHE and EDU + 3 additional faculty from a Secondary program) 1 Student 1 Public School Administrator 1 Public School Teacher Director of Teaching Fellows
Values Based Learning Advisory Committee	To serve as an advisory body to the Values Based Learning Program; to promote efforts to make service-learning and community engagement fundamental components of the educational experience at Newberry College	Director of VBLP, <i>ex officio</i> , non-voting 5 Faculty 1 Representative from Student Affairs 1 Students 1 Representative from our community partners

NOTE: *Ad hoc* committees (and/or task forces) and membership of committees can be located in the online *Faculty Handbook*, Section II-A: http://www.newberry-college.net/faculty_policies_manual/

Appendix G. Classroom Observation Forms

NEWBERRY COLLEGE CLASSROOM OBSERVATION REPORT OBSERVATION FORM

Professor's Name, Title: Course #: Title

Date: Time: Location:

Noteworthy Instructor Behaviors Observed

- A. Content Expertise** (*demonstrates being informed and current in knowledge base of courses*)
- B. Course Design** (*demonstrates course and class session design and instructional strategies that focus on student learning*)
- C. Course Delivery** (*demonstrates effective use of communication and interaction skills to promote learning*)
- D. Course Management** (*demonstrates organizational abilities in classroom/course management tasks*)

E. Motivating and Mentoring Students (*demonstrates enthusiasm for teaching and responsiveness to students*)

Noteworthy Student Behaviors Observed

Additional Observer Comments on Instructor Behaviors

Observer's Signature/Date

Instructor's Signature/Date

Appendix G (continued). Classroom Observation Forms

NEWBERRY COLLEGE CLASSROOM OBSERVATION REPORT PRE-OBSERVATION MEETING FORM

Name of Professor, Title:
Number and Title of Course:

Date:
Location:
Time:

1. Describe the topic/content I will observe.
2. State the specific objectives for the class and how they relate to longer-term goals for the course.
3. Describe the strategies/techniques/learning activities you will use to accomplish your objectives.
4. Describe how you will assess student understanding of the topic/content.
5. Describe any teaching behaviors you want me to monitor.
6. Describe any special circumstances affecting the observation.

Instructor's Signature/Date

Observer's Signature/Date

Appendix H. Course Syllabus Template

(See template on the next two pages.)



[Department]
[Semester & Year]

COURSE NUMBER: COURSE NAME (credit hours) [Use the exact title that is listed in the College Catalog.]

COURSE DESCRIPTION: [Check the College Catalog to be sure the syllabus description is similar to the catalog description.]

INSTRUCTOR:

Contact Information:

Office [Location]:

Office Phone:

E-mail address:

Office Hours: [Include specific times available in the office or through electronic communication]:

REQUIRED TEXT [MUST INCLUDE ISBN]:

STUDENT LEARNING OUTCOMES (SLOs) & PROGRAM LEARNING OUTCOMES (PLOs): Newberry College is committed to monitoring student learning for continual program improvement. This class has course-level student learning outcomes (SLOs listed below) which are aligned to overall program learning outcomes (PLO alignment indicated in parentheses below). After completion of this course, you will be able to...

[List and number all intended student learning outcomes in this section (at least three--five). If a course outcome aligns with a designated program learning outcome (PLO), please indicate this in parentheses.]

INSTRUCTIONAL METHODS [List all instructional methods which will be used during the semester (lecture, discussion, questioning, technology, group work, etc.)]

ATTENDANCE POLICY: [State instructor's policy and/or department policy].

POLICY ON ACADEMIC DISHONESTY: Academic integrity at Newberry College assumes that all work, written or oral, submitted by a student is that student's own work. I adhere to the College's policy, which deals severely with cheating—including plagiarism. [Plagiarism is the theft of another person's words or ideas. It is a dishonest, unethical attempt to claim someone's work as your own—and will not be tolerated in this class.] Students who fail to comply will receive one of these penalties: (1) A paper may receive a grade of "0"; a Report of Academic Dishonesty will be filed as part of the student's record in the Registrar's Office and with the Associate Dean of Academic Affairs, (2) A student may receive a grade of "F" for the course; a Report of Academic Dishonesty will be filed with the Associate Dean of Academic Affairs and the Registrar, as part of that student's permanent record, (3) A student whose offense is particularly heinous may be remanded to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).

COURSE EVALUATION PROCEDURES: [Include number of quizzes, tests, projects, etc., which will be included in the final grading. Give the weighting of each item to be used in this final grade.]

COURSE GRADING SCALE:

DISABILITY SERVICES: Students enrolled in the Disability Services Program must identify themselves and present documentation of their disability signed by an approved professional in order to have an accommodation letter put in place. This can be accomplished by contacting Ms. Kay Chandler in the Center for Student Success by phone (803-321-5187), e-mail (kay.chandler@newberry.edu) or in person to schedule an initial meeting. ALL records are kept confidential for the protection of our students.

Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the Office of Disabilities Support Services.

CACP CREDIT: [If Level II and/or Level III CACP credit may be earned in the course, the syllabus should outline the procedures, guidelines, and requirements for receiving the credit].

EMERGENCY SITUATIONS: In case of a pandemic or any emergency situation on campus, please visit the following Newberry College web page frequently for updated information and instructions: <http://www.newberry.edu/emergency-information/>. In addition, students are expected to adhere to the College's Pandemic Preparation Plan, including taking appropriate personal preventive measures to avoid contracting influenza and other communicable diseases, minimizing personal contact with others when feeling ill, and following instructions of Newberry College administration/Wellness Services personnel if quarantined or if an official pandemic is declared. Individual students who are sick should notify course faculty of their illness as soon as possible to develop a plan for completion of course requirements within the timeframe of the course. If students are quarantined and therefore unable to attend class or if face-to-face classes are cancelled because of a pandemic emergency, students in this class will follow the procedure explained above. *[Insert instructor's specific plans for continuation of instruction.]*

COURSE CALENDAR [tentative]:

[Instructors should feel free to add individual or other procedures, requirements, or statements as appropriate. This template is a means to create consistency across the College, but not dampen creativity or individuality.]

Appendix I. Human Resources New Hire Packet

-Check with the Office of Human Resources about hiring procedures and required forms before initiating a search for full-time or adjunct faculty.

-Use the required hiring forms *provided by* the Office of Human Resources. HR forms are writeable PDFs.

-The *current* process for approving new faculty includes these documents as printed on the following pages:

1. HR-Position Approval Packet
2. Interview Packet
3. Personnel Change Notice (used for *new hires* and for *continuing adjuncts*)



HUMAN RESOURCES

NEW HIRE PACKET

July -2010

HR-PA07-10

(X) Faculty
(X) Staff

College Policy –Hiring Process

Scope

The College can be no more successful than each employee it hires. Adequate time must be allowed to hire the best talent for a position. Once a Position Approval Packet (PA07-10) has been turned in to Human Resources, It generally will require 30 days before an employee can begin work. Hiring is not a process which begins when a position is vacant. To attract the best talent for the College, hiring should be a part of an ongoing strategy.

Poor hiring reduces morale, organizational effectiveness and increases non-productive costs.

Policy

To ensure funding is available, **all** newly created positions must be approved through the College's budget process prior to recruitment with the **Position Approval Packet** (PA07-10).

All internal positions should be posted on the College website in accordance with the **Internal Employment Opportunity Policy** (#ED.IEO.704.02).

To ensure compliance with State and Federal guidelines, all hiring should be centralized in the Human Resources Department; to assist you with compliance in this area, please request an **Interview Packet** (IVP07-10).

Salary negotiations and unconditional offers of employment may not be extended until the Human Resources Generalist or Director of Human Resources has notified the Chair of the Search Committee that the background check has been completed and has cleared. When Human Resources provides clearance, they will send the Chair of the Search Committee a **Job Offer Packet** (JOP07-10) with the appropriate forms.

Forms required to complete the New Hire Process or change to job status are provided in the following packets:

1. **Position Approval Packet (PA07-10)**
2. **Interview Packet (IVP07-10)**
3. **Job Offer Packet (JOP07-10)**

NEW HIRE PROCESS INSTRUCTIONS

The New Hire Process is initiated by a job opening resulting from a new position or separation. The immediate supervisor or Business Unit Vice President Should complete a New Hire Packet as soon as they learn of the job opening.

OPEN POSITION APPROVAL/ADVERTISING

The New Hire Packet must have all approvals prior to advertising, interviewing or contacting candidates.

1. The hiring Manager completes the **Personnel Employment Requisition** and attaches the current or new job description (if the position does not have a current job description on file in the Human Resources Office, contact HR for further information.) The job description will be used as the foundation of **all** job ads.
2. The Hiring Manager completes the **Request to Fund/Advertise Position** form. Hiring departments will be charged for all advertising costs.
3. The Hiring Manager brings completed **New Hire Packet** to Human Resources to be tracked through the approval process by the Human Resource Generalist and priced by the Human Resources Director.
4. After all approvals have been obtained for the **New Hire Packet**, the Human Resources Generalist will contact the hiring manager with clearance to **proceed with the search**.

Advertising will be initiated by Human Resources and documented on the Request to Fund/Advertise Position form. All application materials should process through Human Resources and will be emailed to the Chair of the Search committee.

INTERVIEWING

1. The Hiring Manager contacts the Office of Human Resources prior to contacting candidates for an **Interview Packet**. The Interview Packet will be emailed to the Chair of the Search Committee and is essential for the search committee to review prior to conducting the first interview. Upon request, Human Resources will be available to sit on or train search committee.
2. All interviewed candidates must complete an **employment application** (located in the Interview Packet).
3. The Hiring Manager should schedule a meeting between the finalist candidates and the Office of Human Resources to discuss benefits. Human Resources will initiate a **background check** at this point.
4. The Hiring Manager completes a **Personnel Change Notice** (PCN) for the selected candidate and attaches Application materials. The Hiring Manager brings the completed PCN to Human Resources to track through the approval process. The Human Resources Generalist will contact the Hiring Manager with clearance to extend the job offer.

JOB OFFERS

Salary negotiations and offers of employment may not be extended until a PCN has all authorizations and the background check has cleared. The Human Resources Generalist will contact the Hiring Manager with clearance to proceed.

1. The Hiring Manager will create a **job offer letter** for the candidate based on approved package located on the PCN. Academic Affairs will generate an **academic contract** for Faculty candidates.
2. The Hiring Manager should contact Human Resources to schedule an **On-boarding session** prior to the new employee's first day of work.
3. **State and Federal employment eligibility documents** must be in order for On-boarding or the employee will not be permitted to begin work.
4. **All hiring materials** must be sent to HR to close the search.

Newberry College

Office of Business Affairs

PERSONNEL EMPLOYMENT REQUISITION CONFIDENTIAL

☐ Faculty Date: _____ Date Position Available: _____
☐ Staff Job Title: _____ Department: _____
☐ Other: _____ Budget Account #: _____ Immediate Manager: _____

Full-time: ☐ Hrs/Wk _____ Part-time: ☐ Hrs/Wk _____ Temporary: ☐ Hrs/Wk _____ Stipend: ☐ End Date: _____
Days/Wk _____ Days/Wk _____ Days/Wk _____

Replacement position: ☐ Replacing who: _____ Separation Date: _____

Created position: ☐ Justification of created position (please include the cost savings to the College):

Existing Job Description: ☐ (title on job description to be used) _____
New/Updated Job Description: ☐ (please attach recommended job description)

If this position is funded by a grant:

Funding Source: _____ Account No.: _____
Begin Employment: _____ End Employment: _____

Is there a current employee who has qualifications and interest in the position? Yes ☐ No ☐ Name: _____

Business Office Suggested hire rate from \$ _____ to \$ _____ Hire rate based on: _____

Approvals:

(Originator) (Business Unit Vice President) (VPBA/Human Resources) (College President)

NO COMMENTS OR COMMITMENTS MAY BE MADE TO CANDIDATES UNTIL ALL APPROVALS HAVE BEEN OBTAINED

- Next Step: Complete a ***Request to Advertise*** and submit to Human Resources

FOR HUMAN RESOURCE USE

Date Requisition Received: _____ Request to Advertise Received: Yes ☐ No ☐ Date: _____ All Approvals Secured: Yes ☐ No ☐ Explain:
Date Posted: _____ Date Filled: _____ Recruiting Source: _____ Incumbent: _____

Exiting Employee Wage at Separation: \$ _____

HR0311PER-r5



REQUEST TO FUND/ADVERTISE POSITION

Date: _____ Anticipated Start Date: _____

Position Title: _____ Position Closing Date: _____

Reason for Opening: _____

Account to Charge Advertising Costs (what account #): _____

Search Committee Chairperson:
(Who should receive copies of candidate credentials): _____

- | | |
|--|---|
| <input type="checkbox"/> College Website (no cost) | <input type="checkbox"/> Chronicle of Higher Education (~ \$1200) |
| <input type="checkbox"/> ELCA Website: | <input type="checkbox"/> Columbia State Paper (~ \$800) |
| <input type="checkbox"/> Newberry Observer (\$15 for 20 words) | <input type="checkbox"/> Greenville (~\$800) |
| <input type="checkbox"/> College Career Services, <i>list colleges</i> : | <input type="checkbox"/> Other ad types requested: |

_____ Originator	_____ Business Unit Vice President	_____ VPBA
---------------------	---------------------------------------	---------------

Our current job descriptions are used to advertise all staff positions.

Please attach general position description and requirements for faculty positions.

All applicants must be processed through Human Resources before consideration as a candidate or distribution to the Search Committee Chairperson.

- ☐ - Please check if you prefer Human Resources to prescreen applicants
(If box is checked, please list screening criteria below):

(SCREENING CRITERIA, e.g. salary requirements)

- ☐ - Please check if you prefer Human Resources to set-up the "search committee".
☐ - Please check if you prefer Human Resources to schedule candidate interviews. Date: _____
☐ - Please check if you prefer Human Resources to initiate verbal offer to selected candidate. Date: _____
☐ - Other screening requests:

FOR HUMAN RESOURCE USE

Date Request Received: _____ Personnel Requisition Received: Yes ☐ No ☐ Date: _____ All Approvals Secured: Yes ☐ No ☐
Date Posted: _____ Date Filled: _____ Recruiting Source: _____ Incumbent: _____

HRRFA05-02r9



HUMAN RESOURCES

INTERVIEW PACKET

JULY -2010

IV-PA07-10

() Faculty
(X) Staff

College Policy –Staff Hiring

Scope

The College can be no more successful than each employee it hires. Adequate time must be allowed to hire the best talent for a position. Once a **Personnel Employment Requisition** form (# HR0311PER) has been approved, it generally will require 30 days before an employee can begin work. Hiring is not a process which begins when a position is vacant. To attract the best talent for the College, hiring should be a part of an ongoing strategy.

Poor hiring reduces morale, organizational effectiveness and increases non-productive costs.

Policy

To ensure funding is available, **all** newly created positions must be approved through the College's budget process prior to recruitment.

To ensure compliance with State and Federal guidelines, all hiring should be centralized in the Human Resources Department; refer to New Hire Standards Operating Procedure located in Section VIII in the Staff Employment Guide.

All internal positions should be posted on the College website in accordance with the **Internal Employment Opportunity Policy** (#ED.IEO.704.02).

Forms required to complete the New Hire Process or change to job status are provided in the following packets:

- **Personnel Change Notice (PCN-HR1/02r23)**
- **Personnel Employment Requisition (HR0311PERr5)**
- **Request to Advertise/Fund (HRRFA05-02r9)**
- **Interview Packet (IVP07-10)**

NEW HIRE PROCESS INSTRUCTIONS

The New Hire Process is initiated by a job opening resulting from a new position or separation. The immediate supervisor or Business Unit Vice President should complete a New Hire Packet as soon as they learn of the job opening.

OPEN POSITION APPROVAL/ADVERTISING

The New Hire Packet must have all approvals prior to advertising, interviewing or contacting candidates.

1. The Hiring Manager completes the **Personnel Employment Requisition** and attaches the current or new job description (if the position does not have a current job description on file in the Human Resources Office, contact HR for further information.) The job description will be used as the foundation of **all** job ads.
2. The Hiring Manager completes the **Request to Fund/Advertise** Position form. Hiring departments will be charged for all advertising costs.
3. The Hiring Manager brings completed **New Hire Packet** to Human Resources to be tracked through the approval process by the Human Resource Generalist and priced by the Human Resources Director.
4. After all approvals have been obtained for the **New Hire Packet**, the Human Resources Generalist will contact the hiring manager with clearance to **proceed with the search**.

Advertising will be initiated by Human Resources and documented on the Request to Fund/Advertise Position form. All application materials should process through Human Resources and will be emailed to the Chair of the Search committee.

INTERVIEWING

1. The Hiring Manager must contact the Office of Human Resources and obtain an **Interview Packet** prior to contacting candidates. The Interview Packet will be emailed to the Chair of the Search Committee and must be used by the Hiring Manager and Search Committee. It is a requirement that each member of the search committee review the Interview Packet prior to conducting the first interview. Upon request, Human Resources will be available to sit on or train search committees.
2. All interviewed candidates must complete an **employment application** (located in the Interview Packet) prior to being interviewed. There are no exceptions.
3. After the Search Committee selects a candidate for a position, the Hiring Manager shall complete a **Personnel Change Notice** (PCN) for the selected candidate and attach the Application materials of the selected candidate. The Hiring Manager must submit the completed PCN to Human Resources and Human Resources will move the PCN through the approval process.
4. Upon receipt and preliminary approval of the completed PCN, the Human Resources Manager will give the Chair of the Search Committee permission to extend a **Written, Conditional Offer**. A conditional offer is an offer that is conditioned on satisfactory completion of a background check. The background check may include a criminal background check, and, where applicable, drug test and/or fitness-for-duty exam.
5. **Salary negotiations and unconditional offers of employment may not be extended until the Human Resources Generalist or Human Resources Manager has notified the Chair of the Search Committee that the background check has been completed and has cleared.**

JOB OFFERS

1. Upon completion of the background check, the Human Resources Generalist or Human Resources Manager will contact the Hiring manager and notify the Hiring Manager if the selected candidate passed the background check. The candidate passed the background check, the Human Resources Generalist or Human Resources Manager will give the Hiring Manager approval to create a **job offer letter** for the candidate based on approved package located on the PCN. Academic Affairs will generate an **academic contract** for Faculty candidates.

2. After the job offer letter has been provided to the candidate, the Hiring Manager shall schedule a meeting between the candidate and the Office of Human resources to discuss benefits.
3. After the candidate has accepted the offer, the Hiring Manager must contact Human Resources to schedule an **On-boarding session** prior to the new employee's first day of work.
4. **State and Federal employment eligibility documents** must be in order for On-boarding or the employee will not be permitted to begin work.
5. **All hiring materials** must be sent to HR to close the search.

CANDIDATE INTERVIEW SCHEDULE

Position:		Search Chair:	
Date:		Candidate:	
<u>Time</u>	<u>Activity</u>	<u>Interview Team Members</u>	<u>Location</u>

EEOC Interview Guidelines

State and federal laws govern the hiring process. Interview questions should be job-related and in agreement with these laws. The following information will help you identify inappropriate or illegal interview questions.

If you are unsure whether a questions is appropriate, contact Human Resources for guidance.

Age	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: None. (The exception, as always, is when you can prove that age is a bona fide occupational qualification – i.e., is necessary to perform the job, such as a police officer; usually difficult or impossible to prove.) NOTE: A pre-employment application may request the applicant’s age or date of birth. The Labor Department recommends also including a disclaimer to the effect that age will not be used in any employment decision in accordance with the Age Discrimination in Employment Act.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Any questions designed to discover someone’s age.</p>
Alcohol or Drug Use	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: Specific job-related inquiries such as whether the applicant has been convicted for drunk driving, drinks alcohol, or uses illegal drugs. Current use of illegal drugs and behavior related to the abuse of alcohol (such as intoxication resulting in inability to perform) are not protected under the ADA.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Alcoholism is a covered disability under the ADA. Any inquiry about how much the applicant drinks or whether the applicant has participated in an alcohol rehabilitation program.</p>
Arrest Record	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: None. (Law enforcement agencies are exempt from this restriction, but should call their local EEOC office to see what the exceptions are.)</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Any inquiry relating to arrests. Since, under our judicial system, you are presumed innocent until proven guilty – i.e., convicted – records of arrests without conviction are not useful and may be prejudicial.</p>
Availability for Saturday or Sunday Work (pertaining to religious discrimination)	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: A question about whether applicant can meet work schedule with reasonable accommodations if necessary. However, the answer to such a question may reveal that an applicant’s religious observance makes him or her unavailable for weekend shifts, and this fact cannot be used in any hiring decision. Title VII requires employers to make “reasonable accommodation” even for a “prospective employee’s religious observance,” unless it causes “undue hardship.” If you decide to ask, let the applicant know that a reasonable effort will be made to accommodate any religious needs should he or she be hired.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Any question about religious preference, affiliation, observance, or practices.</p>
Available for Weekend or evening Work (pertaining to sex discrimination)	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: Inquiries about an applicant’s availability for evening and/or weekend work, provided that you ask both male and female applicants, and provided that the position in fact requires or will require work on evenings and/or weekends.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Asking this question because you might want the person to work evenings or weekends, but it is not a requirement for the position. This question is likely to have a discriminatory impact on applicants with families – particularly women.</p>
Citizenship	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: Inquiries about whether the applicant is legally eligible to work in the U.S., whether the applicant is prevented from lawfully becoming employed in the U.S. due to his/her visa or immigration status, or whether the applicant can provide proof of citizenship, visa, alien registration number after being hired. However, the law does not protect unauthorized aliens. It protects citizens and intending citizens, which includes aliens who are lawful permanent residents, as well as temporary residents under the amnesty program who complete a declaration of intention to become a citizen. It is not an unfair employment practice for an employer to prefer to hire a citizen or national of the U.S. over another individual who is an alien if the two individuals are equally qualified for the job. See 8 U.S.C. Sec. 1324B.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Whether applicant is a U.S. citizen. Any requirement that the applicant present birth, naturalization, or baptismal certificate before being hired.</p>
Convictions	<p>ACCEPTABLE PRE-EMPLOYMENT INQUIRIES: Inquiries about convictions that reasonably relate to performing the job in question. Consider both nature and number of convictions, facts surrounding each offense, the job-relatedness of each conviction and the length of time since conviction, plus applicant’s employment history since conviction. For instance, it is permissible to inquire about an applicant’s conviction record for “security sensitive” jobs, since it has been shown that people with high conviction rates are poor risks for these jobs. “Security sensitive” jobs include not only the obvious - treasurer, cashier, etc. - but peripheral positions as well – janitor, typist, trucker, or other jobs in which the employee would be working near a security sensitive area.</p> <p>PROHIBITED PRE-EMPLOYMENT INQUIRIES: Inquiries relating to convictions that are irrelevant to the job – e.g., inquiries about gambling arrests for the job of pipefitter. A non-hire on the basis of a prior conviction must be justified by business necessity and must be balanced against the possibility of negligent hire liability.</p>

INTERVIEW QUESTION SHEET

(Please customize questions to the open position but maintain consistency regarding questions to candidates.)

Position: _____

Date: _____

Interviewed By: _____

Mark Interviewed Candidate: ☐ _____ ☐ _____ ☐ _____ ☐ _____

JOB INTEREST

1. What do you know about Newberry College and this position?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
2. Tell us about your experience as it relates to this job.
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
3. Tell us about your motivation for applying for this position; what do you want to accomplish?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
4. Where do you see yourself in five years?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:

LOGICAL THOUGHT/PROFESSIONALISM

5. What are your views on faculty/staff dating students?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
6. How do you incorporate humor into your job to be effective?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
7. What would you if a student confided to you that they were being harassed?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
8. What is the most important skill of a good leader? Describe a time when you effectively used this leadership skill on the job,
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
9. Describe a time when your integrity was challenged.
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:
10. What is your philosophy regarding attendance?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
Comments:

ADAPTABILITY

11. Describe a time you failed and what you learned from it.
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
12. If we asked a previous coworker/customer, how would they describe you?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
13. What is your experience with managing multiple projects?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
14. Give an example of time when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you deal with the situation?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
15. Describe a time when you developed a measurement tool to evaluate the progress your department or organization was making toward their goal. Did the results change your work process?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:

PROBLEM SOLVING

16. Describe a time when you worked with a team member who was not completing their share of the work. How did you handle the situation and what was the result?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
17. What type of approach to solving work problems seems to work the best for you? Provide an example of when you've used this approach.
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
18. Tell about a time when you were proactive in identifying a problem and presenting it to your supervisor. What was the outcome?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
19. What are some of the problems you encounter doing your job? Which one frustrates you the most? What do you usually do to resolve it?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
20. Tell me about a time when you had to solve a problem with very little guidance or direction.
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:
21. What types of things in your work have caused stress or made you uncomfortable? What did you do when those situations happened?
☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns
 Comments:

22. What steps do you take to analyze a problem before making a decision? Can you tell me about a time when you have taken these steps? What happened?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

23. Provide an example when you used tools such as survey data, research or statistics to define or solve a problem.

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

COMMUNICATIONS

24. Give me an example of a time when you had to keep from communicating or making a decision because of the quality or lack of information you had.

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

25. Tell me about a situation in which you had to deal with a customer that was upset. How was the issue resolved?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

26. Describe a time when you realized you needed to make an improvement in your communication skills. What was your method of improvement?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

27. Tell me about a situation when you had to speak up (be assertive) in order to get a point across that was important to the success of the organization.

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

INITIATIVE/PRIORITIZATION

28. How do you decide what gets top priority when scheduling your time? Tell me about a time when you had to prioritize several competing demands for your time.

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

29. What methods do you use to remain current on the new processes, regulations or techniques in your field? How do you apply the new skills in your job?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

30. Describe your typical work day and how you prioritize your work.

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

31. How do you determine if the work you do is a quality job? What are some ways that you have improved the quality of your work processes?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

32. Describe your procedure for tracking open projects and items that need your attention?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

33. What is your motivation to do great work?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

CLOSING QUESTIONS

34. What question have we not asked you that you wish we would? What is your answer?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

35. Why should we hire you?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

36. Do you have any questions for me/us?

☐ Positive response ☐ Neutral Response ☐ Response Generated Concerns

Comments:

FIT FOCUS:

List qualifications from job description:

1.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
2.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
3.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
4.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
5.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
6.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
7.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet
8.	<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet

RANKING OF CANDIDATE

☐ Explain the position to candidate (key requirements, typical tasks, length of assignment, employment classification)

☐ Explain to the candidate approximate time before job decision is made.

	High	Med	Low	
Evaluation: Immediate Functionality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What level of knowledge, regarding this job, does the candidate currently have?
Future Functionality:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After the learning curve, how do you view candidate's potential in organization?

OVERALL RATING (Complete after all candidates have been interviewed): ☐ – 1 (Highest Fit) ☐ – 2 (OK Fit) ☐ – 3 (Lowest Fit)

Comments:

Explain unusual elements which make this candidate stand over the other candidates:

Should we extend job offer?

Explain:



Director of Human Resources
2100 College Street · Newberry, South Carolina 29108

FACSIMILE EMPLOYMENT VERIFICATION

TO:	DATE:
COMPANY:	FAX NUMBER:
SUBJECT: Employment Verification	TOTAL NO. OF PAGES INCLUDING COVER: 1
SENDER: Debbie Peake, Director of Human Resources	PHONE: 803-321-5117
E-MAIL: dlpeake@newberry.edu	FAX: 803-321-5662

☐ URGENT ☐ FOR REVIEW ☐ PLEASE REPLY ☐ PLEASE CONFIRM RECEIPT

Candidate: _____ Employment Dates: _____ Title: _____

◆Are the above dates and/or title correct? Yes - ☐ No - ☐

If you checked no, please provide correct dates and/or title: _____

Ending Wage Listed: _____

◆Is the above wage correct? Yes - ☐ No - ☐

If you checked no, please provide correct wage: _____

Separation Reason Listed As: _____

◆Is the above reason correct? Yes - ☐ No - ☐

If you checked no, please provide correct reason: _____

Would _____ be considered for rehire at your company? Yes - ☐ No - ☐

If you checked no, please provide reason for ineligibility: _____

If you would like to share additional information, please add below:

Thank you. Your time is sincerely appreciated.



2100 College Street ♦ Newberry, SC 29108 ♦ email HR@Newberry.edu

APPLICATION FOR EMPLOYMENT

Newberry College does not discriminate on the basis of race, color, national origin, sex, religion, age, gender, veteran status, genetic characteristic, and disability in employment or the provision of services. Newberry College encourages a diversity of applications.

How did you learn about
this position vacancy?

☐ College Website
☐ Newspaper Ad

☐ Employee Referral: _____
☐ Other: _____

Date of Application _____

Salary Requirements: _____

Employment Type:

☐ Full Time

☐ Part Time

☐ Permanent

☐ Temporary

Employment Goal: _____

Last Name	First	Middle	Other Name Used (for employment or education purposes):		
Address		City	State	Zip Code	
Home Phone	Cell Phone	E-Mail Address	Other		
School	Name and Location of School	Course of Study	#Yrs. Completed	Graduate	Degree/Diploma
Graduate				<input type="checkbox"/> YES <input type="checkbox"/> NO	
College				<input type="checkbox"/> YES <input type="checkbox"/> NO	
Business/Trade				<input type="checkbox"/> YES <input type="checkbox"/> NO	
High School				<input type="checkbox"/> YES <input type="checkbox"/> NO	
<i>Please list any professional memberships, special skills, certifications, accomplishments or awards:</i>					
Do you have any relatives or acquaintances employed with Newberry College? If yes, Please provide the following information:					
Name: _____			Relationship: _____		

Criminal Record Have you been convicted of any crimes which have not been annulled, expunged or sealed by a court?

☐ YES ☐ NO (if yes, describe in full):

Military Experience Did you serve in the U.S. Armed Forces? ☐ YES ☐ NO What Branch: _____

Did you receive training that would be relevant to the position for which you are applying (please describe):

EMERGENCY CONTACT: (Name) _____ (Phone) _____

WORK EXPERIENCE

List your current or last place of employment first. Include any job-related military service assignments and volunteer assignments. You must accurately account for at least the last five years of your work history or the time you left school. Explain all gaps in work history.

Employer:		Date Employed From - to	Description of your job:
Address:			
Telephone #:			
Job Title:		Hourly Rate/Salary Starting - Ending	
Supervisor:		May we contact: Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
Reason for Leaving:		If no checked, state reason:	

Employer:		Date Employed From - to	Description of your job:
Address:			
Telephone #:			
Job Title:		Hourly Rate/Salary Starting - Ending	
Supervisor:		May we contact: Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
Reason for Leaving:		If no checked, state reason:	

Employer:		Date Employed From - to	Description of your job:
Address:			
Telephone #:			
Job Title:		Hourly Rate/Salary Starting - Ending	
Supervisor:		May we contact: Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
Reason for Leaving:		If no checked, state reason:	

Employer:		Date Employed From - to	Description of your job:
Address:			
Telephone #:			
Job Title:		Hourly Rate/Salary Starting - Ending	
Supervisor:		May we contact: Yes: <input type="checkbox"/> No: <input type="checkbox"/>	
Reason for Leaving:		If no checked, state reason:	

(Continue experience on the back of this page if necessary.)

Have you ever been employed by Newberry College before? ☐ Yes ☐ No

Are you legally eligible for employment in the United States? ☐ Yes ☐ No

ACKNOWLEDGEMENT AND AUTHORIZATION

Please carefully read and then initial for agreement of each paragraph

Initial/date I certify that the information contained in this application is true and correct to the best of my knowledge. I further certify that I, the undersigned applicant, have personally completed this application. I understand that any misrepresentation, falsification or omission of information on this application or on any document used to secure employment shall be grounds for rejection of this application or immediate discharge if I am employed, regardless of the time elapsed before discovery. I understand that I am required to abide by all rules and regulation of Newberry College.

Initial/date I authorize Newberry College to thoroughly investigate the information on my application, my references, work record, education and other matters related to my suitability for employment and, further, authorize the references I have listed to disclose to Newberry College all letters, reports and other information related to my work records, without giving me prior notice of such disclosure. In addition, I hereby release Newberry College, my former employers and all other persons or entities from any and all claims, demands or liabilities arising out of or in any way related to such investigation or disclosures.

Initial/date I understand that Newberry College adheres to a policy of at-will employment which recognizes that each employee and Newberry College each retain the right to terminate the employment relationship and that Newberry College retains the right to modify an employee's position or compensation at any time with or without cause or notice. No one other than the Newberry College President has the authority to make any binding promise or enter into any agreement inconsistent with the Newberry College's at-will policy and any such agreement must be in writing and signed by both parties to be effective.

Initial/date I understand that as a condition of employment, all individuals offered employment are required to submit to a background check and all offers of employment are contingent upon a background check which meets the College's minimum standards.

This application for employment shall be considered active for a period of time not to exceed 6 months.

Federal law prohibits the employment of unauthorized aliens. All persons hired must submit satisfactory proof of employment authorization and identity (as required by Lists A, B or C on the Federal I-9 form) within 3 days of hire. Failure to submit such proof within the required time shall result in immediate employment termination.

Signature of Applicant

Date

Notification and Authorization to Conduct Employment Background Investigation

I hereby authorize Justifacts Credential Verification, Inc., an Agent for **Newberry College** to ascertain information regarding my background to determine any and all information of concern to my record, whether same is of record or not, and I release employers and persons named in my application from all liability for any damages on account of his/her furnishing said information. I understand that this form indicates that a background search will be conducted and that this is my notification of that intent. I understand that the purpose of this background investigation is to determine my suitability for employment and many elicit information on my character, general reputation, personal characteristics and mode of living. Additionally, you are hereby authorized to make any investigation of my personal history, educational background, military record, motor vehicle records, criminal records and credit history through an investigative or credit agency or bureau of your choice. I authorize the release of this information by the appropriate agencies to the investigating service. This authorization, in original or copy form, shall be valid for this and all subsequent reports needed as it pertains to employment.

PLEASE PRINT CLEARLY

FULL NAME: _____

OTHER NAMES USED/MAIDEN NAME/DATES: _____

CURRENT ADDRESS: _____ PHONE: _____

LIST ALL ADDRESSES FOR PAST 7 YEARS:

_____ DATES: _____

_____ DATES: _____

_____ DATES: _____

EMAIL ADDRESS: _____

SOCIAL SECURITY # _____ DATE OF BIRTH: _____

DRIVER'S LICENSE # _____ STATE ISSUED: _____

*** MAY WE CONTACT YOUR CURRENT EMPLOYER? YES _____ NO _____

*** HAVE YOU EVER BEEN CONVICTED OF A CRIME? YES _____ NO _____

If yes, please explain: _____

Notice to California Applicants

(You may omit minor traffic offenses, any convictions which have been sealed, expunged or statutorily eradicated, convictions more than two years old for the following marijuana related offenses: HS11357b&c, HS11360c, HS11364, HS11365, HS11550, and misdemeanors for which probation was completed and the case was judicially dismissed.)

Note: No application will be denied employment solely on the grounds of conviction of a crime. The nature of the offense, the date of the offense, the surrounding circumstances and the relevance of the offense of the position will be considered.

SIGNATURE: _____

DATE: _____

Under Section 1786.22 of the California Civil Code, you have the right to request from Justifacts, upon proper identification, the nature and substance of all information in its files on you, including the sources of information, and the recipients of any reports on you to whom Justifacts has previously furnished within the two-year period preceding your request. You may view the file maintained on you by Justifacts during normal business hours. You may also obtain a copy of this file upon submitting proper identification and paying the cost of duplication services. Upon making a written request, you may receive a summary of your report via telephone.

☐ **California, Minnesota & Oklahoma Applicants Only:** Please check this box if you would like a copy of the background check mailed to you. Minnesota and Oklahoma applicants will receive a copy direct from Justifacts or its designee. California applicants may receive a copy from either the prospective employer or Justifacts. **NOTICE:** Under federal law, you have the right to request disclosure of the nature and scope of our investigation by providing us with a written request within 60 days of our background investigation.

Subscriber certifies that consumer reports, as defined by the Fair Credit Reporting Act, 15 U.S.C. 1681 at seq. ("FCRA"), will be ordered only when intended to be used as a factor in establishing a consumer's eligibility for employment and that consumer credit information will be used for no other purposes. It is recognized and understood that the FCRA provides that anyone "who knowingly and willfully obtains information on a consumer from a consumer reporting agency" (such as Justifacts) "under false pretenses shall be fined not more than \$5,000 or imprisoned not more than two years or both." REV. 03/05

Employee ID# _____

Payroll _____
HR Generalist _____
Original To: Personnel File*Office of Human Resources***PERSONNEL CHANGE NOTICE
CONFIDENTIAL**☐ Faculty☐ Staff☐ Other: _____☐ New Hire☐ Separate☐ Change☐ Other: _____

Employee	Employee SS #	Today's Date	Effective Date
Address	City	State	Zip
Job Title:	Business Unit	Department	Home Phone Number

*ALL NEW HIRES, SALARY INCREASES & PROMOTIONS REQUIRE THE PRESIDENT'S & VPBA'S SIGNATURE PRIOR TO ACTION.

NEW HIRE☐ Full-Time ☐ Rehired ☐ Temporary ☐ Part-time ☐ Replacement for:

Hire Date: Hire Rate: Employment Agreement (if applicable):

SEPARATION☐ Voluntary ☐ Involuntary Eligible for Rehire ☐ Y ☐ N Comments:

Last Day Worked: Last Day Paid: Final Paycheck Distributed (how/when):

CHANGE☐ - Action is Permanent☐ - Action is for specified period: _____ to _____☐ - Action is One-time☐ Leave of Absence Type: FROM _____ TO _____☐ Department Change To: From:☐ Job/Salary /Bonus Old Title/Salary: New Title/Salary:**COMMENTS**

CHARGE ACCT. # _____

APPROVAL SIGNATURES

Initiated By:	Date	Immediate Manager	Date
Area Vice President	Date	Human Resource Director	Date
Chg. Approved for this F.Y. Budget:			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Vice President of Business Affairs	Date	College President	Date

PCN-HR1/02r23