

BRYN ATHYN COLLEGE®
— OF THE —
NEW CHURCH



FACULTY HANDBOOK
2026-2027

Bryn Athyn College Mission

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to engage in higher education enriched, guided, and structured by the study of the Old Testament, New Testament, and theological writings of Emanuel Swedenborg. This education challenges students to develop spiritual purpose, to think broadly and critically from a variety of perspectives, and to build intellectual and practical skills. The ultimate purpose is to enhance students' civil, moral, and spiritual life, and to contribute to human spiritual welfare.

Educational Goals

- Offering undergraduate and graduate liberal arts and science programs and outreach programs that integrate academic and New Church spiritual perspectives.
- Enriching students' physical, social, mental, and spiritual lives by providing purposeful, student-centered programs and services guided by New Church principles.
- Educating theological students to serve as priests in the General Church.
- Preparing education students to be successful teachers in public, private, or New Church schools.
- Supporting research and publication that advances secular and New Church thought. Providing library services to support the academic programs and New Church collections and archives for use throughout the world.

Operational Goals

- Recruiting and retaining students who can contribute to and benefit from the institution's mission.
- Recruiting, developing, and retaining high-quality, mission-focused faculty, administrators, and staff.
- Ensuring fiscal stability and resource stewardship to support the mission of the College.
- Engaging friends and alumni, inspiring philanthropic support, and advancing the transformative mission of Bryn Athyn College.
- Developing and maintaining facilities, infrastructure, and grounds to serve the educational, aesthetic, and spiritual values of the institution.
- Responding to evidence in order to continuously improve the implementation of the College's mission.

Bryn Athyn College Faculty Handbook

Faculty Council and Administration: Revisions approved in January 2022

Board of Trustees, College Board Committee: Revisions approved February 2022

The Bryn Athyn College Faculty Handbook is the second chapter of the Bryn Athyn College Consolidated Handbook. The chapters of the consolidated handbook are:

- Chapter 1: Governance and Administration
 - Chapter 2: Faculty Handbook
 - Chapter 3: Employee Handbook
 - Chapter 4: Academic Programs
 - Chapter 5: Student Handbook
-

Chapters 1 and 4 are covered currently by the *BAC Order and Organization Bulletin*, and Chapter 5 is available as the *Undergraduate Student Handbook*. The *Order and Organization Bulletin* and the *Student Handbook* are available on the web here: <http://www.brynathyn.edu/academics/catalog/>

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- Canisius College for specific reference to our Section 2.8 Grievances & Conflict Resolution.
- Trinity College for specific reference to our Section 2.8 Grievances & Conflict Resolution.
- Wartburg College for specific reference to our Section 2.9 Separation from the College.

We thank these colleges for allowing Bryn Athyn to base portions of our handbook policies on the policies in these college's handbooks, and for giving insight to the development of our policies in each of the areas identified.

Bryn Athyn College also thanks Dr. Barbara Byrne for her guidance in the initial development of Bryn Athyn's revised Faculty Handbook.

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CHAPTER 2: FACULTY HANDBOOK

2.0 INTRODUCTION

This chapter is the official statement of policies, responsibilities, duties, rights, and privileges pertaining to faculty members in their faculty role. All faculty members shall be familiar with and abide by the policies and procedures of this chapter as a condition of their employment with the College.¹ The Faculty Handbook is an announcement of policies adopted by the Board of Trustees.

The handbook itself does not create a contract of employment between the College and the faculty member, either express or implied, and the College reserves the right, following the procedure outlined in Section 2.12, to add, revise, or remove any section of the handbook, in whole or in part, without the consent of the individual faculty member. Faculty handbook sections incorporated by reference in a faculty contract remain in effect during the term of the contract and will override revisions to the handbook to the extent that those revisions are inconsistent with the contract.² The different function of the CAO role and the Dean of Faculty role are distinguished in this handbook, though these roles may sometimes be filled by one person. See the Human Resources Department for the job descriptions for these and all administrative positions referenced in the handbook.

2.1 FACULTY INITIAL APPOINTMENTS

2.1.1 FACULTY APPOINTED BY THE PRESIDENT

The President of the College has final authority for the initial appointment (and reappointment) of all faculty members. The President delegates authority to the Dean of Faculty to make certain types of short-term faculty appointments ([Section 2.1.2](#)). All full-time tenure-track faculty members are appointed by the President directly. Initial appointments require the following sequence of activities:

2.1.1.1 Determination of Need

If a vacancy occurs because a current faculty member leaves the faculty, the department chair will prepare a written analysis of the needs of the program and area and then consult with the CAO and Dean of Faculty about the need for a replacement. Their considerations should include whether the position is best filled by a tenure track or non-tenure track individual, part time or full time, and at what level of experience. The CAO and Dean of Faculty have authority to approve or disapprove the department chair's recommendation. In the event that the CAO and Dean of Faculty do not agree then the President approves or disapproves the request.

Prior to submission to the CAO of budget requests for the coming fiscal year, a department chair may initiate conversations with her/his faculty about the need for additional faculty positions. Considerations will include the issues noted in the previous paragraph, and any request that is submitted as part of a budget request will include a written justification for the new position. If the CAO and Dean of Faculty agree with the request, the CAO will present the request as part of the next budget development cycle. Whether it is approved in the next budget or not will be determined by resources available and priorities of the institution.

¹ Paragraph based in part on the introduction to the Faculty Handbook at Wartburg College.

² Paragraph based in part on the introduction to the Faculty Handbook at Gardner-Webb University.

In the case of new programs any required new faculty lines will be described and approved during the process of program approval. They will be budgeted as scheduled in the approved program documents.

2.1.1.2 Search Process

A full time Presidential appointment faculty position will not be filled without a search. In cases of conversation from Dean's appointments to Presidential appointments, the search for the Dean's appointment may qualify. See [section 2.1.2.2](#).

A search process is a cooperative venture involving faculty members, administrators, and the college community. It is a mix of developing the right conditions for a successful search, identifying the largest possible number of qualified candidates, evaluating candidates, and recruiting candidates to the college. The process is most successful when all parties work with mutual trust and respect, the process is as open as confidentiality concerns allow, and everyone understands the roles and responsibilities of all involved.

When a search process is initiated to fill a full-time faculty position, the department chair will chair the search committee. The core faculty members in the department will recommend three additional members of the committee from among their core colleagues. Typically, at least two will be from within the department with the vacancy and at least one from outside. If there are not two core faculty members in the department, the search committee will include sufficient members from related programs to reach the three additional faculty members. In rare cases the department chair may request from the Dean of Faculty a waiver to use one or more non-core faculty members on the search committee. The department chair may, but need not, add as many as two additional faculty members to the committee. The Dean of Faculty will have final appointment authority for the committee. In the case of a new program, the Dean of Faculty will appoint the chair and the search committee, consulting with appropriate faculty members in related disciplines.

The department chair, the search committee, the Dean of Faculty and the President have different responsibilities during the search process, as outlined below.

The department chair/search committee chair will:

1. chair the search committee with voice but no vote
2. establish the committee as outlined above
3. work with the search committee to define the position requirements, minimum required qualifications and other desired qualifications
4. in consultation with the search committee develop a draft advertisement for the position for approval by the Dean of Faculty
5. work with HR to determine appropriate venues for ad placement
6. in consultation with the search committee and HR determine possible avenues of outreach such as professional organizations or meetings to solicit applicants and develop a plan to use those avenues
7. arrange for staff support for the search
8. assemble a file for each candidate who applies for the position; the file will contain at least
 - a. A complete and current *curriculum vitae*
 - b. A cover letter and/or letter of application for the position
9. review recommendations from the search committee of candidates to be interviewed on campus and discuss any differences of opinion. If the chair and the committee members cannot agree, the Dean of Faculty will make the final decision.

10. for the final candidates, add to the file
 - a. Official transcripts documenting the candidate's undergraduate, graduate, and professional degrees
 - b. At least three professional letters of recommendation for the candidate
 - c. Any available documentation of support for the mission of the College
11. typically bring all final candidates for the position to campus for full interview (see the "Faculty Posting & Selection Process," available from the Dean of Faculty or the HR Director, for guiding documents). In some instances a comparable interview may be carried out electronically.
12. review the search committee recommendations and make a recommendation to the Dean of Faculty; the Dean of Faculty may ask to have more than one candidate recommended, either with or without an indication of ranking of the candidates by the search committee
13. if the department chair does not accept the recommendations of the search committee, he/she will meet with the committee and separately with the Dean of Faculty to explain the rationale behind his/her recommendation

The search committee will:

1. meet with the Director of HR to review laws, rules, regulations and good practices governing the integrity of the search, including fairness, confidentiality, and approaches to soliciting information
2. agree on methods they will use to evaluate candidates, including the College Faculty Candidate Evaluation Form (see the "Faculty Posting & Selection Process," available from the Dean of Faculty or the HR Director) and how they will ensure fairness and objectivity in evaluating candidates
3. review all applicants and contact academic and other references as appropriate; neither members of the search committee nor other college employees nor students should contact any other individuals for references, recommendations, or feedback unless specifically directed to do so by the committee chair who has received permission from HR to proceed
4. as an optional step, select a list of candidates who meet the minimum qualifications for the position to interview by telephone; work with HR to formulate consistent, pertinent questions that are asked of all individuals on the list
5. recommend to the department chair/search committee chair candidates to interview on campus and establish an interview schedule
6. conduct the interview process, soliciting feedback from all constituents, including students whenever possible
7. delegate to HR or follow the HR procedure for background checks, checking references not already pursued in step 3, documenting prior employment, and checking validity of credentials
8. evaluate each of the interviewed candidates with respect to their ability to fulfill the duties of the position, contribute to achieving the mission of the program and the college, and contribute positively to the program and the college in the foreseeable future
9. recommend highly qualified candidates to the search committee chair, noting the strengths and weaknesses of each and describing why the candidate is or is not a good fit; strive to recommend at least three candidates

The Dean of Faculty will:

1. approve the membership of the search committee
2. approve the final materials for recruiting candidates
3. personally or through an appointed designee who is not a member of the search committee, interview all finalist candidates
4. personally or through HR or an appointed designee, notify unsuccessful candidates for the position

5. negotiate terms of employment including rank, salary, and general expectations for teaching, scholarship, service and other duties or special considerations
6. recommend the final candidates to the President, discussing the strengths and concerns of each, rank the candidates as appropriate, and agree on the terms noted directly above
7. verbally offer the position to the first-choice candidate, and subsequently to the second and third ranked candidates if necessary

The President will:

1. work collaboratively with the Dean of Faculty to review the recommendations and rank the final candidates
2. send the formal appointment contract to the candidate who is selected to fill the position

2.1.1.3 Orientation

Each faculty member appointed by the President will participate in a formal orientation program. Appendix 2.1.1, Faculty Orientation, outlines the orientation program.

2.1.2 POSITIONS APPOINTED BY THE DEAN OF FACULTY

The President delegates authority to the Dean of Faculty to make certain types of short-term faculty appointments ([2.1.2.1](#)), and the President may exercise that authority at any time.

2.1.2.1 Categories of Dean-Appointed Positions

- Full-time or percentage-time faculty members appointed for a short-term need
- Librarians with faculty status unless appointed by the President
- Coaches with faculty status
- Staff members teaching part time
- Visiting faculty members
- Adjunct / part-time faculty members
- Research faculty members
- Visiting scholars (see appendix 2.1.2.)

2.1.2.2 Policies and Procedures for Dean's Appointments

Short term positions for individuals with core faculty status may be filled by appointment by the Dean of Faculty following a posting and search process similar to the process described in [section 2.1.1.2](#), or through a shortened process of internal posting of the position, review of all internal candidates, and consultation with the department chair. The Dean of Faculty must obtain prior approval from the President for any Dean-appointed faculty. The Dean's appointment of a core faculty member will not continue for more than six years total. Should the position remain necessary beyond six years, a decision will be made by the end of the fifth year either to find a new individual to fill the position or to convert the position to a non-tenure-track Presidential appointment. Conversion to non-tenure-track Presidential appointment may occur upon recommendation of the department chair to the Dean of Faculty and the Dean of Faculty to the President.

After at least two successive years of service as a Dean-appointed member of the core faculty, a faculty member's position may be considered for conversion to a non-tenure-track presidential appointment. Conversion from a Dean's appointment to a Presidential appointment requires approval by the President and follows recommendation of the department chair to the Dean of Faculty and the Dean of Faculty to the President. Conversion from a Dean's appointment to a non-tenure-track presidential appointment may occur without a search.

If the department chair wishes to pursue a tenure-track appointment, the department chair will prepare a written rationale for a tenure-track position and submit it to the Dean of Faculty and the CAO. The Dean of Faculty and CAO will review the department chair's recommendation and forward it to the President with statements either supporting or disagreeing with the recommendation. If the President approves a tenure line position, a search must be conducted with at minimum internal posting of the position.

Adjunct faculty members and visiting faculty members (whether full or part time) will be recruited and screened by the department chair for recommendation to the Dean of Faculty who will make the final decision. The department chair or Dean of Faculty will make an offer to each approved candidate.

The Director of Faculty Development will develop and implement, subject to approval by the Dean of Faculty, an orientation plan for each Core faculty member appointed by the Dean of Faculty.

2.2 FACULTY CONTRACTS, COMPENSATION AND MONITORING OF INSTITUTIONAL NEED

2.2.1 DEAN-APPOINTED FACULTY—ONE-YEAR CONTRACTS

All faculty members appointed by the Dean of Faculty are on one-year contracts which may or may not be renewed depending on the needs of the college. These faculty members may be appointed to the associate faculty or to the core faculty. ([See Section 2.4.3.1](#) for definitions of core and associate faculty.)

2.2.2 CONTRACT SEQUENCE FOR FACULTY APPOINTED BY THE PRESIDENT

For the first seven years of full-time equivalent employment, core faculty contracts are as follows:

- One-year contracts for years 1 and 2
- Two-year contract for years 3-4
- Three-year contract for years 5-7

After seven years of full-time or full-time equivalent employment as a member of the core faculty, faculty members transition either to four-year contracts or are tenured.

Faculty members undergo a thorough review prior to contract renewal. See Section 2.5.2 Contract Evaluation and Renewal of Contract for more information. For performance reasons, faculty members may be offered a one-year contract instead of a multi-year contract.

The first seven years are probationary. Contracts after the seventh year of full-time equivalent employment as a core faculty member are post-probationary.

[See Section 2.9.3.3.2](#) for differences between probationary and post-probationary contracts in terms of conditions for non-renewal.

2.2.3 SALARY SCALE

The faculty salary scale is based on degree, faculty rank ([see Section 2.3.0](#)), and years in rank. The College benchmarks the faculty salary scale to remain competitive in the regional market of private, religious, liberal arts colleges.

Percent-time faculty members are compensated with a percent of a full-time salary, with the percent of full-time salary being equal to the percent of full-time assignment.

Part-time (adjunct) faculty members are paid a flat rate per course or course unit equivalent as defined by the adjunct faculty salary table. Details are available from the Dean of Faculty's office.

2.2.4 SUBSEQUENT CONTRACTS AND THE MONITORING OF INSTITUTIONAL NEED

The CAO, in consultation with the Dean of Faculty, Faculty Council, and department chairs, annually examines, from an institution-wide perspective, the need for core faculty positions. Institutional need refers to the degree to which a position held by a faculty member is judged by the CAO to be necessary to support the academic programs of the College. The examination of institutional need for these positions is part of the College's routine monitoring of its use of institutional resources. An important purpose of this monitoring process is to keep core faculty informed, on a regular basis and in a timely way, of the status of their position with respect to continuing institutional need.

Reissuance of a faculty term contract is predicated on a continuing institutional need existing for the position. Whether or not a subsequent contract is offered to a core faculty member also is a function of the outcome of the faculty evaluation process ([Section 2.5.0](#)). However, in the event that a faculty member is not offered a subsequent contract due to lack of institutional need for the position, the faculty member shall not undergo the faculty evaluation process ([Section 2.5.2](#)). The College President is the final authority in decisions regarding the reappointment of presidentially-appointed faculty members. The final deadlines for notification of non-reappointment for members of the core faculty are stated in [Section 2.9.3](#). However, the procedure for examining institutional need (described below) is designed to give faculty notification of the outcome of this process prior to these deadlines since the determination of institutional need is a prerequisite condition for undergoing the faculty evaluation process.

If there is a finding of diminishing need, but not serious enough to require non-reappointment or non-reissuance, then the CAO's notification shall also describe the signs or evidence of diminishing need. In the event that the CAO finds a seriously diminished institutional need for the position, the CAO, in consultation with the Dean of Faculty, recommends to the President that no subsequent contract be offered on the basis of lack of need. In either of these instances, the CAO, Dean of Faculty, and Faculty Council Chair shall meet jointly with the Department Chair of the department in which the position is located; this meeting shall occur prior to the November 1 deadline date for the CAO to submit a recommendation to the College President. The purpose of this meeting with the CAO, Dean of Faculty, and Faculty Council Chair is to give the Department Chair an opportunity to respond to and discuss the implications of a finding of diminished institutional need. Following this meeting, the CAO, in consultation with the Faculty Council Chair and Dean of Faculty, shall review the initial finding.

In cases where the CAO had given notice of diminishing need which was not serious enough to require non-reappointment or non-reissuance of contract, the Department Chair shall receive, on or before November 10, written feedback from the CAO regarding the outcome of the meeting. In cases where the CAO had given notice of seriously diminished need which required non-reappointment or non-reissuance of contract, the CAO shall submit, on or before November 1, a written recommendation on institutional need for the position to the College President, where the final decision rests. The President's decision on non-reappointment or non-reissuance of contract due to lack of institutional need shall be sent in writing to the CAO, Dean of Faculty, appropriate Department Chair(s), the faculty member in the position, and the Chair of the Tenure and Promotion Committee on or before November 10.

2.3 QUALIFICATIONS FOR RANK

Bryn Athyn College recognizes the following faculty ranks:

Teaching Assistant: This rank is conferred by the Dean of Faculty on graduate students who teach part-time.

Lecturer: This rank is conferred by the Dean of Faculty on adjunct faculty.

Instructor: This rank is conferred by the Dean of Faculty at the time of appointment on full-time or percentage-time faculty members who have not obtained a terminal degree.

Assistant Professor: This rank is conferred by the Dean of Faculty or the President at the time of appointment for full-time or percentage-time faculty members who have a terminal degree in or near the field of study.

This rank may also be conferred after the initial appointment upon faculty members with four or more years of experience as an instructor and who have not obtained a terminal degree.

Associate Professor: This rank may be conferred by the President and the Board of Trustees on full-time or percentage-time faculty members who have obtained a thesis based terminal degree in or near the field of study and have at least seven years teaching experience or its equivalent and met performance criteria for rank advancement. [See Section 2.6 Promotion of Core Faculty Members](#) for the process.

Professor: This rank may be conferred by the President and the Board of Trustees on full-time or percent-time faculty members who have at least six years full-time teaching experience or its equivalent as an Associate Professor and met performance criteria for rank advancement. [See Section 2.6 Promotion of Core Faculty Members](#) for the process.

Visiting Faculty: This rank is conferred by the Dean of Faculty or President for full-time or part-time faculty members visiting from another accredited institution or hired as a limited-term replacement for a faculty member on leave or sabbatical. The faculty member will retain recognition of current rank, if visiting from a home institution.

Visiting Scholar: This title is conferred by the Dean of Faculty on individuals who have affiliated with Bryn Athyn College in order to pursue a research project.

Emeritus Faculty: This rank may be conferred by the President on faculty members who have attained the rank of Associate Professor or Professor or an Executive Administrator who has served Bryn Athyn College for a minimum of ten years and demonstrated distinguished performance in some or all of the areas of teaching, scholarship and service or administration.

Exceptions to these qualifications may be made by the president upon the recommendation of the Dean of Faculty and the Tenure and Promotions Committee. The following table (next page) outlines the standards for minimum academic qualifications. Possession of these qualifications alone does not assure employment at a specific rank. Measures of performance and contributions to the college community are important in rank assignment as described in sections on promotion and tenure.

Employment Status and Minimum Academic Degree and Experience Required for Faculty Rank

RANK	CONFERRED BY	MINIMUM DEGREE REQUIRED	MINIMUM EXPERIENCE REQUIRED	EMPLOYMENT
Teaching Assistant	Dean of Faculty	BA or BS and in a graduate program in or near the field being taught	Enrolled in a graduate program of study in or near the field being taught.	Graduate assistant
Lecturer	Dean of Faculty	Undergraduate program: MA/MS/MDiv, or MFA (or equivalent professional experience) Graduate: program: Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, EdD (or equivalent professional experience)	No previous teaching experience required.	Adjunct
Instructor	Dean of Faculty	Undergraduate program: MA/MS/MDiv, or MFA (or equivalent professional experience)	No previous teaching experience required.	Full-time or Percent-time
Assistant Professor	Dean of Faculty or President	Undergraduate program: MA/MS/MDiv, or MFA (or equivalent professional experience) Graduate program: Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, EdD	Faculty with 4 or more years of full-time teaching experience or its equivalent in the area of study at an accredited college or university or with a terminal degree in or near the field in which the faculty member is appointed.	Full-time or Percent-time
Associate Professor	President & Board of Trustees	Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, EdD	Faculty with 7 years of teaching experience or its equivalent in area of study at an accredited college or university.	Full-time or Percent-time
Full Professor	President & Board of Trustees	Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, EdD	Faculty with 6 years of full-time teaching experience or its equivalent as an Associate Professor in the area of study at an accredited college or university.	Full-time or Percent-time
Visiting Faculty	Dean of Faculty or President	MA/MS/MDiv, or MFA (or equivalent professional experience) OR Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, EdD	Faculty visiting from another accredited institution with recognition of one's current rank at that institution. Or faculty serving as a limited-term replacement for a faculty member on leave or sabbatical.	Full-time or Percent-time Or Part-time
Visiting Scholar	Dean of Faculty	MA/MS/MDiv, or MFA (or equivalent professional experience)	N/A	Not employed by Bryn Athyn College.
Emeritus Faculty	President	Thesis Based Terminal Degree: MDiv, MFA, PhD, DPhil, Ed	Associate Professor, Professor or an Executive Administrator who's served Bryn Athyn College for a minimum of at least 10 years.	Retired (may be employed as an adjunct)

NOTES:

- 1) Minimum degree required must be from an accredited institution and is in or near the field in which the faculty member is appointed.
- 2) Visiting Faculty members from another institution are recognized by the rank they currently hold at their home institution including Instructor, Assistant Professor, Associate Professor, and Professor.
- 3) The only MDiv accepted as terminal is the MDiv in New Church Theology from Bryn Athyn College Theological School.

2.4 FACULTY RESPONSIBILITIES, RIGHTS, AND PRIVILEGES

2.4.1 ACADEMIC FREEDOM (adapted from AAUP Statements)

2.4.1.1 Background

Academic freedom is a hallmark of institutions of higher education. The American Association of University Professors' (AAUP) 1940 *Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* and their 2009 *Protecting an Independent Faculty Voice: Academic Freedom after Garcetti v. Ceballos*, provide the basis for defining and implementing academic freedom. "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.³ The common good depends upon the free search for truth and its free exposition" (*AAUP Policy Documents* 3). "Academic freedom is essential to these purposes and applies to teaching, research and collegial shared governance. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher [to freedom] in teaching and of the student to freedom in learning. [Academic freedom] carries with it duties correlative with rights" (*AAUP Policy Documents* 3). Freedom in collegial shared governance is fundamental to the functioning of an institution as a community of scholars.

Bryn Athyn College endorses and supports the concepts of academic freedom for its faculty members, whether core or non-core, and places this freedom in the context of the college's New Church religious mission.

2.4.1.2 New Church Context

The first law of Divine Providence is that human beings should act from freedom according to reason (*Divine Providence* §71). The Lord guards human freedom as one does "the pupil of his eye" (*Divine Providence* §97). The importance of this freedom extends not only to freedom in making spiritual choices, but also to freedom of inquiry and expression. *True Christian Religion* states, for example, that because of such freedom English thought in the 18th century had greater spiritual light than thought elsewhere: "[The English] owe this light to their freedom of speech and freedom of the press, and their consequent freedom of thought. (Among other peoples who do not have the same freedoms, that light is stifled because it does not have an outlet.)" (§807).

With freedom, however, comes responsibility. The faculty of free will can be exercised in a heavenly or an infernal way (*Divine Providence* §43, §97). Heavenly freedom is what the Lord refers to when He says, "If you abide in My Word, you are truly My disciples, and you shall know the truth, and the truth shall make you free" (John 8:31-32). The true and responsible exercise of freedom, then, involves what *Secrets of Heaven* calls the "affirmative principle":

³ "The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties" (AAUP 3).

The first and principal thing of doctrine is love to the Lord and charity toward the neighbor. They who are in the affirmative in regard to this can enter into whatever things of reason and of memory, and even of sense, they please, everyone according to his gift, his knowledge, and his experience. Nay, the more they enter in, the more they are confirmed. (§2588:3)

Coming from an affirmative acknowledgement of the two great commandments, one can freely enter into any intellectual exploration, as what is learned will provide further supportive and illustrative evidence.

The affirmative principle, which “leads to all intelligence and wisdom,” is contrasted with the negative principle, which, “leads to all folly and insanity” (*Secrets of Heaven* §2568:4). The negative principle denies all things until they can be demonstrated to the senses. The affirmative principle holds that things of the doctrine from the Word are true “because the Lord has said them” (§2568:4). Those who base their thinking on the negative principle are those whose doubt leads to denying divine truth. Those who base their thinking on the affirmative principle may be in doubt, but are still seeking to affirm (§2568:6).

Bryn Athyn College of the New Church therefore embraces intellectual freedom, exercised in the light of revealed Divine Truth, and founded on the affirmative principle.

2.4.1.3 Parameters

Items 1-3 are based in large part on AAUP statements on academic freedom. Item 4 is based on Bryn Athyn’s inappropriate advocacy policy (Employee Handbook Section 3.9, Positive Work Environment) and Item 5 is based on the New Church doctrine concerning the affirmative principle.

1. “Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution” (AAUP 3).
2. “Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment” (AAUP 3).
3. “College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution” (AAUP 3).
4. Faculty who engage openly in or encourage behavior that violates the rules governing employment or, more broadly, the civil law, will be subject to disciplinary action (Employee Handbook Section 3.9, Positive Work Environment).
5. All inquiry must be pursued in accordance with the “affirmative principle” as described in [Section 2.4.1.2](#). Inquiry framed in a way that denies or opposes the fundamental faith

elements of love to the Lord or to the neighbor is not supported and faculty engaging in such inquiry are subject to separation.

2.4.2 RESPONSIBILITIES OF FACULTY

The faculty members of Bryn Athyn College have primary responsibility for the academic life of the college. The Board of Trustees has delegated to the faculty, through the Faculty Council, lead responsibility for

- Curriculum design and review
- Instructional methods
- Standards and procedures for evaluating teaching, scholarship, and service
- Those aspects of student life related to the educational process

2.4.3 COMPOSITION OF THE FACULTY

2.4.3.1 Core and Associate Faculty

The Faculty of the College is distinguished into Core and Associate Faculties.

2.4.3.1.1 Core Faculty Members

The Core Faculty consists of those whose primary teaching assignment or primary administrative responsibility is in the College. The members of the Core Faculty vote at Faculty Council meetings within the requirements of the Faculty Council Constitution and Bylaws, and this body is responsible for establishing the curriculum, adopting new courses and programs, approving candidates for degrees, and offering counsel and advice in the operation of the College.

Members of the Core Faculty include:

- Faculty members appointed by the President
- Full-time and percent-time faculty members appointed by the CAO
- Director of the Swedenborg Library
- The President, CAO, Dean of the Theological School, Dean of Faculty, and Dean of Students

Core faculty members may be full-time or percent-time, where percent-time faculty members have an assignment of at least half of a full-time faculty load.

2.4.3.1.2 Associate Faculty Members

Associate faculty members may be: 1) part-time, adjunct faculty members; 2) full-time or percent-time employees in a non-faculty position who also teach; 3) professional staff such as research or reference librarians who are in a non-course-based teaching role; or 4) visiting faculty members.

Associate faculty members may be employed on a part-time (less than half-time assignment), percent-time (at least half-time load but less than full-time), or full-time basis.

Associate Faculty members are welcome to attend and participate in all Faculty Council meetings, but they have no vote in the proceedings. However, the elected representative of the Associate Faculty to Faculty Council does vote in Faculty Council.

2.4.3.2 Tenure Track and Non-Tenure Track

Tenure track faculty members are full-time and appointed by the President. A tenure track appointment is denoted as such prior to advertising and hiring for the position. Needs and resources of academic programs, disciplinary areas, and the college determine whether a position is tenure track or not.

All other faculty members are non-tenure track regardless of who appoints them and the amount of time they spend as faculty members.

2.4.4 DUTIES OF THE FACULTY

The primary duty of the faculty is to teach—to provide Bryn Athyn College students with high- quality educational experiences in and out of the classroom.

The faculty collectively have responsibility for:

1. Curriculum planning and development, including establishment of program goals and learning outcomes
2. Assessing of effectiveness of curriculum as a whole
3. Assessing of effectiveness of individual courses in implementing the curriculum
4. Revising of curriculum based on assessment results

Individual faculty members have responsibility for:

1. Course planning and development including establishment of course goals and learning outcomes (See Appendix 2.4.1, Guidelines for Writing Course Syllabi)
2. Course delivery design and implementation
3. Grading and returning tests and other assignments within a reasonable time frame (roughly one week)
4. Submitting final course grades on or before the deadline established and announced by the Registrar, unless prior, alternative arrangements have been made with the Registrar.
5. Maintaining appropriate records of student performance in the course used in calculating final course grades.
6. Assessing effectiveness of courses and methods of instruction in achieving course goals
7. Revising of courses based on assessment results
8. Planning and implementing one's professional development focused on one's disciplinary field and developments in pedagogy

When individual faculty members volunteer for such duties, or when their job descriptions call for them, they also have responsibility for:

1. Mentoring and teaching through independent study, student research, and other specialized activities

Other faculty duties include serving as mandated reporters regarding state and federally mandated laws pertaining to Title IX, the Clery Act, Child Protection, and Red Flags regulations. See the Employee Handbook Mandated Reporters section for further details.

Additional central responsibilities of Core faculty include advising, research, and service as described in section 2.4.4.1:

2.4.4.1 Additional Duties of Core Faculty

Contract Term: Core Faculty members are appointed from two weeks before the first class of Fall term through one week after graduation. Assuming that courses are prepared before classes begin and that grades are posted by the deadlines, faculty members are free to arrange their vacations during the time periods when classes and faculty meetings are not in session. The Dean of Faculty, in consultation with the Department Chair, may approve the substitution of College work during the non-contract period (summer) for work during the contract period.

Advising:

1. Knowing and understanding Bryn Athyn College academic policies and processes
2. Knowing and understanding requirements for graduation
3. Knowing sources of student support for questions or issues about non-academic areas such as financial aid, student services, athletics, activities, etc.
4. Meeting with each advisee on a regular basis
5. Keeping accurate records of topics discussed and suggestions given
6. Tracking each advisee's progress toward graduation and advising accordingly
7. Helping advisees as they consider career or other post-graduation options
8. Planning and implementing one's professional development focused on advising

Research/Scholarly Activities:

1. Working with colleagues to develop a shared understanding of appropriate research and/or scholarship in one's discipline or area of expertise
2. Developing and implementing a plan for scholarship
3. Understanding and abiding by internal and governmental rules and requirements for research, including intellectual property policies (Appendix 2.4.2, Intellectual Property), protection of human and/or animal research subjects through the appropriate regulations (Appendix 2.4.3 Institutional Review for Research Ethics), and Grant and Contract guidelines.
4. Assessing the effectiveness of one's scholarly activities
5. Planning and implementing professional development focused on advancing one's scholarship

Service:

1. Understanding and participating in service roles that are appropriate for one's position and discipline within the mission of BAC
2. Participating in department, Faculty Council, and college service activities in accordance with college guidelines and expectations
3. Assessing the effectiveness of service to one's department, Faculty Council, and the College
4. Planning and implementing one's professional development activities focused on service, when appropriate

Alternative Activities, Roles, and Administration: as developed and approved by the department chair in consultation with the Dean of Faculty (or approved by the Dean of Faculty if the faculty member is a department chair)

2.4.4.2 Additional Duties of Associate Faculty Members

Full-time and percent-time Associate Faculty members have their faculty duties assigned by their academic department chair, and the Dean of Faculty.

Part-time Associate Faculty members have their duties assigned by their academic department chair and the Dean of Faculty.

2.4.5 OUTSIDE ACTIVITIES

Faculty are expected to perform their functions ([see Section 2.4.4](#)) sincerely, justly, and faithfully. When outside professional activities (such as attending conferences, giving guest lectures, etc.) may lead to the necessity of covering class hours, it is incumbent upon faculty members to consult with the Department Chair and/or Dean of Faculty in making appropriate arrangements.

When a faculty member conducts activities outside his/her faculty duties then the faculty member:

1. does not represent his/her opinions or judgments as those of Bryn Athyn College
2. does not use confidential, proprietary, or college information for personal gain
3. discloses all potential, real, or possibly perceived conflicts of interest promptly and completely to his/her department chair or the Dean of Faculty

2.4.6 ETHICAL STANDARDS AND BEHAVIOR

2.4.6.1 Conflicts of Interest, Real, Potential, Perceived

Faculty members may face real or perceived conflicts of interest in relation to teaching, advising, course enrollment, and research activities. Such real or perceived conflicts of interest must be identified and reported to the department chair who will work with the Dean of Faculty to develop a plan to manage them if possible.

2.4.6.2 Teaching and Advising

A faculty member:

1. is dedicated to maintaining an appropriate level of subject knowledge and assuring that the course content is accurate, current, relevant, and representative of diverse thinking in areas where opinions differ significantly.
2. understands and uses appropriate approaches to teaching, learning, and development in the classroom and advising sessions.
3. avoids situations in which personal relationships might lead to conflicts of interest. In general a teacher does not teach or advise his or her own children, spouse, or other close relative. If

such a situation is unavoidable, the department chair must be informed and work with the faculty member to manage the potential conflict of interest.

4. avoids sexual or other inappropriate or unwelcome relationships with students.
5. assesses student work fairly, openly, and in relationship to course learning objectives.
6. treats all student records as confidential and does not discuss the performance of named students in public settings or with individuals who do not have a legitimate need to know.
7. may not profit from use of their own materials in their courses. For example, if a faculty member requires use of a text written by that faculty member then any royalties from sale of the work must be directed to the institution.

2.4.6.3 Course, Program, or Certificate Enrollment

A faculty member:

1. sets and abides by reasonable standards for student enrollment and progress in his/her courses and/or academic program.
2. does not recruit students with the goal of individual financial gain.

2.4.6.4 Research Activities

A faculty member:

1. pursues scholarship/research that supports the mission of the college, recognizing the roles of academic freedom within a New Church worldview.
2. maintains the highest standards of openness, honesty, transparency, and full disclosure in research.
3. reports negative as well as positive results and does not suppress findings even if they conflict with expectations of supporters of that research and does not contract with funders who do not allow reporting of negative findings.
4. does not commit to research that will conflict with fulfilling other duties as a faculty member.

2.4.7 RESEARCH ACTIVITIES AND INTELLECTUAL PROPERTY

2.4.7.1 Research Support

Part of the mission of Bryn Athyn College is to promote scholarship and research. As E. Bruce Glenn says in *A Perspective on New Church Education*, “...the true growth of the Academy is finally to be measured in the growth of its new vision in the realm of ideas, and the application of those ideas to the work of New Church education. This requires time, zeal, money, and above all, the efforts of those who are in the sphere of intellectual endeavor and can bring together those things needed to produce true research for the distinctive uses of this institution” (237-238). Several programs and funds are available to support this use ([see Appendix 2.4.4. Research and Scholarship Opportunities at Bryn Athyn College](#), for a list of institutional research funds and parameters for their use). Requests for use of institutional research funds go to the chair of the Research Committee (see Appendix 2.4.4 for a schedule for submitting requests).

The Research Committee is responsible for overseeing all research conducted by the institution, including research funded by external sources. The Committee keeps records of internal funds available for faculty research, invites proposals, considers proposals and requests for funding, assigns funds as available and appropriate, and collects and evaluates research reports. The Research Committee also develops policies and procedures for research at the College.

Research funding may be used as additional compensation, usually during the summer, or to replace teaching or service assignments as part of the regular faculty load and compensation.

2.4.7.2 Intellectual Property

In general, all patentable and copyrightable Intellectual Property developed by employees of the College while functioning in the capacity of employee or using College property, equipment, or resources is owned by the College, subject to the provisions described in the Intellectual Property Policy ([Appendix 2.4.2](#)).

The College has historically waived any copyright interest it legally possesses to traditional academic works created by the faculty. Examples include class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, and pictorial, graphic, and sculptural works. The College has also waived any copyright interest it may legally have to works created by students. The College reserves the right to assert its legal interest in future such works from time to time.

Creators of reusable teaching and classroom materials for College courses, such as curriculum guides, problem sets, exercise solutions, laboratory manuals etc., shall own these materials unless they are subject to a prior agreement governing their ownership. In all cases, the College shall have a non-exclusive, royalty-free, perpetual, irrevocable license to use, display, copy, distribute, modify and prepare derivative works of such materials for internal College use.

Any Intellectual Property generated by a College employee that is not part of the creator’s or inventor’s employment responsibilities and that is developed on his/her own time without making use of College funds, resources, or facilities shall be owned by the creator or inventor.

All creators or inventors shall be responsible for securing permissions or licenses from owners before making, using, reproducing, distributing, making a derivative work, displaying, selling or offering to sell the inventions or copyrighted works of others. Particularly, it should be assumed that any material being used is copyrighted unless permission is expressly granted within the material or it is clearly in the public domain. Whether a particular use constitutes “fair use” is determined by U.S. Copyright Law.

The College has no duty to register a copyright or file a patent application, and if the College decides not to proceed with registering/filing, the creator may pursue registering/filing the application at his/her own expense.

If the Inventor(s)/Creator(s) and College determine that they wish to register a copyright or file a patent application, the College will pay the expenses to have the copyright registered or a patent application filed and prosecuted and the inventors will be required to assign the invention to the College.

Any payments to the College received from assignment or licensing of the invention will be handled in accordance with the Intellectual Property Policy ([Appendix 2.4.2](#)). In general, the parameters are as follows:

1. Initial payments will be used to reimburse the College’s expenses in preparing and prosecuting the registration/application. Proceeds will also be encumbered as appropriate to cover patent maintenance fees.
2. Once these expenses have been paid in full, then the faculty member and the College will share proceeds in a schedule developed by mutual agreement.

2.4.8 COLLEGIALITY

As a member of an academic community, each faculty member understands and promotes the need to encourage free and open dialog within the New Church worldview and in compliance with [Section 2.4.1 Academic Freedom](#).

Faculty members treat each other, students, administrators, and staff members with respect. They are free to disagree without becoming disagreeable.

Faculty members give and receive criticism with care and charity, understanding the importance of thoughtful dialog in a professional community.

2.4.9 SUPPORT FOR FACULTY DEVELOPMENT

Professional development is an important institutional priority that facilitates high quality offerings and functions. The College supports faculty members’ ongoing professional development through three principle means: 1) faculty orientation program; 2) annual opportunities for professional development of pedagogical, scholarly, or administrative expertise; 3) sabbatical leaves.

The Director of Faculty Development and the Dean of Faculty support faculty members in accessing professional development opportunities, and the Department Chairs encourage this activity through the annual evaluation process ([Section 2.5.1](#)).

The professional development opportunities described in Policies 2.4.9.1 through 2.4.9.3 are available to members of the core faculty.

Associate faculty members may apply for professional development support ([Section 2.4.9.2](#)) and this may be awarded by exception at the discretion of the Dean of Faculty and Director of Faculty Development. An abbreviated orientation program ([Section 2.4.9.1](#)) is available for new members of the associate faculty.

2.4.9.1 Faculty Orientation Program

Bryn Athyn College's orientation program is designed to introduce new faculty members to the operation of the College, and to provide a philosophic introduction to teaching, scholarship, and service in a New Church higher educational context. The program also provides faculty members with the opportunity of undertaking a study that demonstrates thought from New Church theology in application to a particular discipline.

The orientation program is divided into two parts. The first part consists of a series of meetings and discussions with various administrators and faculty members. The second part consists in the faculty member undertaking a faculty development study. All members of the core faculty are required to complete the first part of the orientation program within the first year. In order to gain eligibility to apply to the college research committee for grants or be considered for promotion to the associate professor rank or be awarded tenure, faculty members also must complete the faculty development study. See [Appendix 2.1.1, Faculty Orientation Program](#), for more information.

2.4.9.2 Professional Development

Funds supporting professional development are included in the annual budget. In addition, from time to time the College receives special gifts to support faculty development. In general, funding is available in three categories: New Church Faculty Summer Study Fund, the Terminal Degree Program Fund, and other professional development. See Appendix 2.4.5, Professional Development Program, for information about available funding and the timeline and process for applying for and reporting on the use of these funds.

The New Church Faculty Summer Study Fund (NCFSSF) may be used for studying the Heavenly Doctrines of the New Church for the purpose of bringing them into teaching in the classroom.

Core faculty may apply to the Terminal Degree Program Fund for support in pursuing a terminal degree.

Other professional development funds are used to support core faculty members for the following purposes:

1. Encouraging attendance and presentation at conferences and professional meetings in the field in which the faculty member teaches and/or researches. The focus of such meetings may be on the subject matter itself or on the teaching of it.
2. Encouraging attendance at conferences and professional meetings directly related to the service work the faculty member is assigned (e.g. assessment, general education, student support services).

2.4.9.3 Sabbaticals

2.4.9.3.1 Eligibility

Members of the core faculty who have completed the faculty orientation program including the faculty development study, served as a core member of the faculty for the equivalent of seven full-time years, and who have not received a full sabbatical leave within the last seven years of full-time employment or its equivalent are eligible to apply for a sabbatical.

Faculty members apply for sabbatical leave in the year prior to that leave and may use the current year in the calculation of years of service.

A leave of absence without pay shall not be regarded as service to the college for the purposes of calculating eligibility for sabbatical leave.

2.4.9.3.2 Criteria for awarding sabbatical leaves

The primary consideration in awarding sabbaticals is the opportunity for a faculty member to conduct scholarly work and/or to increase his/her value to the college in pursuing its mission through teaching, scholarly or creative activity, and professional development with positive and enriching impact on curricular offerings.

In awarding sabbaticals, consideration shall also be given to the opportunity for a faculty member to conduct important research and/or to increase his/her standing in his/her discipline or profession.

In determining the time at which sabbatical leave shall be awarded, the president, in consultation with the Dean of Faculty and department chair, will give consideration to whether the proposed sabbatical leave would substantially disrupt the academic program or unit of which the faculty member is a part. Provisions will be made to minimize such disruption including alleviating any budgetary impact.

The faculty member applying for a sabbatical leave should indicate in his/her request for sabbatical leave how such leave would meet these criteria.

2.4.9.3.3 Period of sabbatical and compensation

Sabbatical leaves will be granted for a maximum of two thirds of the academic year at full compensation or for a full year at compensation of two thirds of salary and for full salary-determined benefits.

Support for out-of-pocket expenses such as travel, materials, etc. may be covered in part by professional development funds ([Section 2.4.9.2](#)) and/or research funds ([Section 2.4.7.1](#)).

2.4.9.3.4 Procedures, Approval, and Reports

Prior to submitting the request the faculty member should verify that he/she is eligible to apply for a sabbatical leave by requesting confirmation of eligibility from the Dean of Faculty.

Applications for sabbatical leave should be submitted to the faculty member's department chair and to the Dean of Faculty by November 30 for leave during the following year.

Applications shall set forth clearly the nature of the proposed sabbatical project, the results expected, and the manner in which the project will conform to the criteria for awarding sabbatical leaves.

Applications will be reviewed by the department chair and the Dean of Faculty for compliance with the criteria. The department chair writes a recommendation to the Dean of Faculty. The Dean of Faculty then writes a recommendation to the president and sends the application, the department chair's recommendation, and the Dean of Faculty's recommendation to the President. (If the faculty member applying for sabbatical leave is a department chair, then the Dean of Faculty will fulfill the role of both the department chair and the Dean of Faculty in making the recommendation to the President.)

The President reviews the application and recommendations from the department chair and Dean of Faculty and makes the final determination of granting or not granting the sabbatical leave. If granted, the President announces the sabbatical leave to the Board of Trustees.

The Dean of Faculty will inform the applicant of the decision by April 15 of the academic year preceding the proposed sabbatical.

A faculty member on sabbatical leave will provide updates as deemed appropriate by the Dean of Faculty throughout the leave period. Within six months after returning from sabbatical leave, the faculty member shall file a final report with the Dean of Faculty detailing the activities undertaken during the sabbatical leave period and showing the extent to which these activities fulfilled the project set forth in the sabbatical leave proposal.

A faculty member applying for sabbatical leave shall, as a condition for receiving such a sabbatical, agree to return promptly to the College at the termination of the sabbatical and remain in full-time or percent-time service for at least one academic year, except in unusual or special circumstances for which the President may give approval.

2.4.10 Audio and Video Recording

2.4.10.1 General Policy

Except as otherwise provided here, recording at Bryn Athyn College requires the consent of all persons participating in the recorded event. As used in this Policy, "recording" means the audio or video recording of images or sound through any electronic means or using any technology.

This policy applies to the recording of public presentations, lectures, and class/course meetings. Instructors should clearly state classroom recording policies in their syllabi and reflect on the potential impact to student engagement because of recording.

Instructors may record their own lectures. Consent is not required if the recording is made for educational purposes and access to the recording is restricted to students currently enrolled in the class. Recordings may not be shared, shown, given to or used by persons who are not currently enrolled as students in the class unless written consent of all participants has been obtained. If a student declines to sign a limited FERPA consent for classroom recording or otherwise objects to the recording, the instructor may still record the class as long as the student is de-identified in the recording. *Without the consent of all participants, no student may record a class, lecture, or classroom event, except as provided in Section III.* Unless waived by agreement with the instructor, instructors preserve all interests in copyright protection for any recorded lecture or classroom event created by them.

2.4.10.2 Exceptions for Accommodations

An accommodation, granting the right of audio recording to a student, may be granted in special circumstance by the Office of Disability Resources (ODR) for students deemed eligible.

The ODR is responsible for arranging with the student the audio recording of classroom lecture. Instructors may assist in facilitating recordings when expedient.

Students granted an accommodation for recording must agree that such recordings:

1. Are for personal use only and only to be used for the purpose of class preparation;
2. May not be shared with others or otherwise distributed;
3. Are academic sources and as such are subject to Bryn Athyn College's rules for academic works including applicable federal copyright laws; and
4. Must be destroyed by the student as soon as they are no longer needed for class work.

Other students in the class must be informed that the classroom event is being recorded. In the event an instructor concludes that the recording is or may have an inhibitory effect on other students in making self-disclosure, personal reflection, or the sharing of personal information, the instructor may direct that the recording be stopped.

2.4.10.3 Faculty Administrative Meetings

Faculty administrative meetings may be recorded by audio or video means with the consent of all participants. An announcement must be made at the beginning of the meeting that it is being recorded and allow for the making of objections. Recordings of such meetings are to assist in the creation of meeting minutes and will be destroyed after the meeting minutes have been approved.

2.4.10.4 Policy Violation

Violation of Bryn Athyn College's recording policy through the unauthorized or surreptitious making of recordings will be subject to disciplinary and/or legal action as circumstances require in the judgment of the College.

2.5 FACULTY EVALUATIONS

2.5.1 ANNUAL EVALUATIONS OF CORE FACULTY MEMBERS

Annual evaluations are for core faculty members. (See the note below for faculty members who underwent a contract review in the previous academic year.)

The objectives of the Annual Faculty Evaluation are for a faculty member to review her/his achievements from the past year, propose goals for the current year, and receive timely feedback on both the achievements and proposed goals. These evaluations allow the identification of areas of strength and any potential areas of concern that need to be addressed in the short term. Annual faculty evaluations complement the longer term objectives of comprehensive goal setting and reviews of faculty accomplishments in documents of expectations, professional development plans, pre-promotion and tenure reviews, and post-tenure reviews. In addition, the annual evaluations help faculty members and academic administrators align the use of faculty development resources with the mission and goals of Bryn Athyn College.

Annually by August 30 each core faculty member who did not have a contract review in the previous academic year will prepare a short report (typically no more than three pages) and arrange a meeting with her/his Department Chair. See [Appendix 2.5.1](#), Template for Annual Evaluation and Development, for the report template. (Faculty members who had a contract review in the previous year do not submit the report.)

During the meeting with the Department Chair, the faculty member will discuss the past year's achievements and progress toward goals. The faculty member and Department Chair will agree on goals and priorities for the current year for approval or revision by the Dean of Faculty or the Director of Faculty Development. If the faculty member and Department Chair (Dean of Faculty or Director of Faculty Development if the faculty member is a Department Chair) cannot agree on the proposed goals and allocation of time, the Dean of Faculty or the Director of Faculty Development (President if the faculty member is a Department Chair) will be the final arbiter.

The Department Chair will share with the Director of Faculty Development any anticipated requests for faculty development resources. The Department Chair will maintain a copy of the Annual Evaluation for at least two years or until the next application for promotion or tenure. The Dean of Faculty will maintain a copy of each annual evaluation in the official personnel record.

Note: Faculty members who underwent a contract review in the previous year will not undergo a full annual evaluation but will communicate to their department chairs any anticipated use of professional development funds in the current year.

2.5.2 CONTRACT EVALUATION AND RENEWAL OF CONTRACT

Purpose: The goal of faculty review associated with contract renewal is ensuring institutional effectiveness through identifying strengths and weaknesses, recognizing accomplishments, developing improvement plans as necessary, and promoting professional development through an opportunity to summarize, review, and evaluate performance and to set goals in conjunction with the Department Chair and Dean of Faculty. Feedback from the Department Chair and Dean of Faculty provides guidance to faculty members on their performance and goals and evaluates alignment of performance and goals with the mission of Bryn Athyn College.

Frequency of Contract Reviews: See [Section 2.2](#) for contract lengths. Dean-appointed faculty members undergo full reviews in their first and second years, and then every other year. Adjunct faculty undergo full reviews every other year. Retired faculty on Dean's appointments undergo full reviews every three years. Tenured faculty members undergo a full review (similar to a contract review) every five years ([Section 2.7](#)). All Core faculty undergo annual evaluations except in the year following a full review.

2.5.2.1 Core Faculty Members

Process:

1. The Dean of Faculty notifies faculty members who will be reviewed for contract renewal no later than September 15 of the last year of the contract.
2. The faculty member prepares a review portfolio following the portfolio guidelines (see [Appendix 2.5.2, Portfolio Contents and Review Process for Core Faculty Members](#)) and submits it to his/her Department Chair by the date specified by the Department Chair.
3. The Department Chair coordinates observation of teaching and solicits relevant reports from committee chairs.
4. The Department Chair reviews the portfolio, the teaching observations, and committee chair reports, and meets with the faculty member no later than two calendar weeks after receipt of the portfolio, teaching observations, and other relevant reports to discuss the materials and accomplishments of the faculty member. Any areas of concern are also addressed in this meeting.
5. The Department Chair writes a comprehensive review of the faculty member's teaching, research, and service and shares the review with the faculty member no later than one calendar week after the meeting.
6. The faculty member may, within one calendar week of the Department Chair's forwarding the review, choose to respond in writing to any section of the report. Such response is received by the Department Chair and incorporated into the review documents. The Department Chair then immediately forwards to the Dean of Faculty the portfolio, other solicited documents, the Department Chair's review, and any response to the review by the faculty member.
7. The Dean of Faculty (or designee) reviews the Department Chair's report and a response if included, teaching observations, and committee head letters, the portfolio, and any other material submitted by the faculty member.
8. The Dean of Faculty meets with the faculty member and then writes a summary report of his/her review and sends a copy to the faculty member and to the Department Chair. The faculty member has an opportunity to respond in writing to the Dean of Faculty's report. Any response must be received by the Dean of Faculty within one calendar week of the meeting. The Dean of Faculty then sends all material to the President for those faculty members appointed by the President and places the material in the faculty member's file.

9. It is the responsibility of the Dean of Faculty to return the faculty member's portfolio to her/him and to assure that appropriate materials are included in the personnel file.

2.5.2.2 Associate Faculty Members

Process:

1. In the annual contract letter the Dean of Faculty notifies adjunct faculty members of the review and includes the guidelines for the review portfolio as an enclosure with the contract.
2. Department Chairs notify adjunct faculty members of the extent of the review and establish deadlines for submitting materials.
3. The faculty member prepares a review portfolio following the portfolio guidelines (see Appendix 2.5.3, Portfolio Contents and Review Process for Adjunct Faculty Members) and submits it to his/her Department Chair by the date specified by the Department Chair.
4. The Department Chair coordinates observation of teaching.
5. The Department Chair reviews the portfolio and the teaching observations and meets with the faculty member no later than two calendar weeks after receipt of the portfolio, teaching observations, and other relevant reports to discuss the materials and accomplishments of the faculty member. Any areas of concern are also addressed in this meeting.
6. The Department Chair writes a comprehensive review of the faculty member's teaching (and service, as appropriate) and shares the review with the faculty member no later than one calendar week after the meeting.
7. The faculty member may, within one calendar week of the Department Chair's forwarding the review, choose to respond in writing to any section of the report. Such response will be received by the Department Chair and incorporated into the review documents. The Department Chair then immediately forwards to the Dean of Faculty the Department Chair's review letter and any response from the faculty member.
8. The Dean of Faculty (or designee) reviews the Department Chair's report and a response if included and as needed meets with the Department Chair to discuss issues.
9. The Department Chair returns the faculty member's portfolio to her/him and assures that appropriate materials are included in the personnel file by sending these to the Dean of Faculty.

2.6 PROMOTION

The purpose of promotion is to acknowledge and reward exemplary work by core faculty members. Promotion is based on merit, not longevity. Promotion is a separate process from tenure, but no faculty member may be tenured without previously or concomitantly achieving the rank of Associate Professor at BAC.

The process for promotion at each rank is designed to be equitable and unbiased. The process incorporates peer review and administrative review of faculty work. The review process covers multiple years and builds on the information in the annual and contract reviews during those years.

Minimum qualifications for promotion to each rank are found in [Section 2.3 Qualifications for Rank](#). Promotion from Instructor to Assistant Professor is automatic upon documentation of completion of an appropriate terminal degree or completion of four years of full-time work as an instructor, and is documented by the Dean of Faculty via a letter to the faculty member with copies to the President and HR. In addition to meeting the minimum academic qualification for rank, promotion from Assistant to Associate Professor or from Associate Professor to Professor requires a complete evaluation by the Tenure and Promotions Committee (see process and criteria below).

2.6.1 PROMOTION OF CORE FACULTY MEMBERS APART FROM TENURE

The promotion process:

1. A faculty member seeking consideration for promotion starts the process by writing a letter to the Department Chair and Dean of Faculty notifying them of the faculty member's intent.
2. The Dean of Faculty responds, letting the applicant know if the applicant meets minimum criteria of academic degree, time in rank, and employment status. If the applicant is eligible then the Dean of Faculty will notify the Tenure and Promotion Committee of the faculty member's eligibility. The T&P chair will send the faculty member a checklist of contents for the promotion portfolio and a time line for evaluation. (See appendix [2.6.1a](#) for the rubric for promotion to associate professor and appendix [2.6.1b](#) for the rubric for promotion to full professor.)
3. The candidate's Department Chair serves as a guest member of the Tenure and Promotions Committee for the duration of promotion process. Therefore, all subsequent references to the Tenure and Promotions Committee in this section include the Department Chair.
4. The candidate suggests to the Tenure and Promotions Committee three to five external references who are free of conflicts of interest and who can evaluate the candidate's professional activity. The Tenure and Promotions Committee, in consultation with the Dean of Faculty, solicits letters of reference from two to three of the suggested references. If the Tenure and Promotions Committee and Dean of Faculty cannot find at least two acceptable and consenting reviewers from the list, the Tenure and Promotions Committee will work with the candidate to find additional potential references.
5. The candidate submits her/his portfolio to the Tenure and Promotions Committee.
6. Since unsolicited communications have the potential of inappropriately introducing interpersonal conflicts into the evaluation process, the Tenure and Promotions Committee will not consider any unsolicited communications in the evaluation of candidates. It will send any unsolicited communications to Human Resources to handle as appropriate.

7. The rule for evaluating and voting on candidates eligible for tenure or promotion is this: one person, one vote. This rule is designed to cover cases in which someone is potentially involved in the tenure and promotion process at multiple points. For example, a full professor who is chair of the cybernetics department might serve on the Tenure and Promotions Committee. If an assistant professor of cybernetics has applied for tenure, the senior colleague shall only have one opportunity for evaluating or voting on the candidate: *either* as chair of the department *or* as a member of the Tenure and Promotions Committee, but not both. This example is intended to illustrate the above rule which may be applied to other levels of the administrative organization of the college. The Tenure and Promotions Committee in consultation with the Dean of Faculty and the Chair of Faculty Council shall determine which role the professor will take.
8. The committee members review the portfolio, meet with the candidate, and evaluate the materials using the applicable promotion rubric.
9. The committee writes a recommendation for or against promotion and sends this along with the portfolio to the Dean of Faculty. The Department Chair retains the right to submit to the Dean of Faculty and the committee an individual recommendation if he/she is not in agreement with the majority of other committee members. The committee chair sends the copy of the recommendation with reasons for the recommendation and an individual letter from the Department Chair if applicable to the candidate.
10. The Dean of Faculty reviews the portfolio and attached recommendation(s) and sends the portfolio with his/her recommendation to the President. The Dean of Faculty sends a copy of his/her recommendation with reasons for the recommendation to the candidate and the Tenure and Promotion Committee.
11. The President reviews the portfolio and attached recommendations and makes a final decision if the application is for promotion to Associate Professor. If the application is for promotion to Professor, the President sends the portfolio, with her/his recommendation and reasons for the recommendation to the Board of Trustees. The President sends a copy of his/her recommendation to the candidate, the Department Chair, the Tenure and Promotion Committee, and the Dean of Faculty.
12. The President and the Dean of Faculty meet with the Board of Trustees to discuss the recommendations for promotion to Professor but absent themselves before the Board votes. The Board of Trustees makes a decision about promotion to Professor and ensures that its decision is communicated accurately to the President, the Dean of Faculty, the Tenure and Promotion Committee, and the candidate.

Promotion Decisions:

1. If a candidate is approved for promotion, that candidate will assume the new rank and compensation within three months of the decision and no later than the beginning of the next academic year.
2. If a candidate is not approved for promotion that candidate may meet with the Department Chair and/or Dean of Faculty to develop plans for reapplying for promotion.

Grievances/appeals:

1. A candidate who receives a negative recommendation from the Department Chair, the Tenure and Promotion Committee and/or the Dean of Faculty may turn to the grievance process ([Section 2.8](#)) if she/he has evidence that violations of college policies and procedures, including inequitable application of those policies and procedures, has occurred.
2. The decisions of the President and the Board of Trustees are not subject to grievance or appeal.

2.6.2 PROMOTION OF NON-CORE FACULTY MEMBERS

At present, adjunct faculty members, when hired, hold the rank of lecturer. In some cases adjunct faculty members are appointed or promoted to assistant professor based on equivalence of experience or previous rank at Bryn Athyn College or at a comparable institution. Retired faculty teaching as adjuncts continue to hold the rank at which they retired. (See section 2.9.1)

2.7 TENURE

2.7.1 INTRODUCTION

In light of its mission, Bryn Athyn College seeks to protect and nurture in its faculty the freedom to teach and to learn from the light of the truth of the Lord's Word, as set forth in the Old Testament, the New Testament, and the theological writings of Emanuel Swedenborg. Employment by Bryn Athyn College implies a commitment on the part of faculty members to New Church principles applied to the uses of higher education, and faculty members' recognition of their special responsibilities for the work and welfare of the college. Bryn Athyn College offers tenure track positions, based on institutional needs ([see Section 2.1](#)) and professional qualifications and performance (Section 2.7). One of the most important benefits of tenure is the expectation by both the college and the faculty member of continuous employment as a faculty member until resignation, retirement, or separation for cause. Continued employment by Bryn Athyn College of non-tenured faculty members is governed by the College's Contracts Policy ([Section 2.2](#)).

The availability of tenure track positions and the process of evaluation for tenure address:

- Protection of academic freedom and promotion of educational excellence
- Recognition of, and consistency with, the mission of the college
- Encouragement of specialized studies in the application of New Church principles to specific disciplines without concern that such study, which is of high value in this institution, may not support career development or standing at another institution
- Provision of equality of opportunity for all tenure-track faculty members
- Assurance of a fair and consistent process for all faculty members
- Recognition that promotion and tenure are separate considerations and that attaining the status of Associate Professor is necessary, but not sufficient, for tenure
- Provision of a reasonable interface with any *bona fide* retrenchment or financial exigency plan developed by the senior administrators and/or the Board of Trustees following the college policy for retrenchment or exigency planning

2.7.2 TENURE SLOTS

The President of BAC, in consultation with the CAO and Dean of Faculty, and with the approval of the Board of Trustees, establishes a maximum percentage of full-time tenured faculty positions or tenure/tenure-track lines that are available in the College.

Full-time faculty members appointed by the President are hired, either into a tenure track or non-tenure track line. As described in [Section 2.1.1](#), the determination of whether a vacant position is tenure track or non-tenure track is made before the position is advertised.

Tenure is not available to those employed in a non-tenure track position. However, a faculty member initially employed in a non-tenure track position may apply for consideration for a posted available tenure track position.

2.7.3 REQUIREMENTS FOR TENURE

1. A terminal degree from an accredited institution in or near the field of appointment. Refer to [Section 2.3 \(Qualifications for Rank\)](#) for guidelines on what constitutes a terminal degree.
2. Completion of an orientation program including a development study ([Appendix 2.1.1. Faculty Orientation Program](#))
3. Successful completion of a probationary period of academic employment as detailed below in Section 2.7.4, Timeline for Tenure Consideration
4. A record of exemplary professional conduct in the discharge of responsibilities. See Appendix 2.7.1, Tenure Timeline, Checklist, and Evaluation Rubric, for the rubric used in the evaluation of faculty accomplishments in consideration for tenure.

Waiver of Requirements: in extraordinary circumstances individual requirements may be waived by the President of the College upon the recommendation of the Department Chair and Dean of Faculty following consultation with the Faculty Council Committee on Tenure and Promotion.

2.7.4 TIMELINE FOR TENURE CONSIDERATION

Ordinarily, the tenure decision is made in the faculty member's seventh year of full-time employment (or its equivalent). The tenure clock may be adjusted as described below.

2.7.4.1 Initiating Tenure Consideration

A faculty member holding a tenure track position will initiate the process of consideration for tenure in the sixth year of full time employment at BAC, if that individual has received no credit toward tenure from prior employment or has not had the tenure clock stopped.

2.7.4.2 Shortening the Tenure Timeline

A faculty member in a tenure track position who has experience as a ranked faculty member at another institution, or a BAC faculty member who moves from a non-tenure track position may send a written request for a shortened probationary period to the Department Chair. If the Department Chair is in agreement, he/she will present the request to the Dean of Faculty who has authority to approve or disapprove it. The probationary period may be shortened by up to four years for a ranked non-tenured faculty member coming from another institution, or a BAC faculty member who has moved from a non-tenure track position. And it may be shortened by up to six years for someone who holds tenure at another institution. In exceptional circumstances a faculty member who holds tenure at another institution may be hired with tenure at BAC. Such a hire requires the approval of the search committee, the Department Chair, the Tenure and Promotions committee, the Dean of Faculty, the President, and the Board of Trustees.

Shortening the probationary period is intended to acknowledge previous experience that might advance a faculty member's progress toward tenure. A faculty member should realize that, while having a shorter probationary period may be helpful, it also requires completion of all qualifications for tenure in a shorter period of time. See Appendix 2.7.2, Timeline for Tenure Consideration, for a detailed description of yearly expectations during the probationary employment prior to consideration for tenure.

2.7.4.3 Lengthening the Tenure Timeline

The tenure clock may be stopped to accommodate faculty members and the institution when compelling circumstances have the potential to impede a faculty member's progress toward tenure. This policy enables an appropriate work-life balance and can contribute to successful faculty career development. Faculty members may make the choice at any time to not stop the tenure clock if they wish to proceed with the standard probationary period. The process for stopping the clock is detailed in Appendix 2.7.2, Adjustments to the Tenure Clock.

2.7.5 PREPARATION FOR TENURE EVALUATION

The college provides several forms of support to help probationary tenure-track faculty members prepare for the tenure evaluation. However, the responsibility for applying for tenure and demonstrating proficiency belongs entirely to the faculty member seeking tenure.

2.7.5.1 Mentoring

The following individuals and groups are available to help mentor tenure-track faculty members and answer questions about the tenure process. Each tenure-track faculty member should be aware of the different roles that these individuals play in the tenure process.

1. The Director of Faculty Development oversees orientation. The director can help mentor faculty members as they plan their work and strive to meet the tenure expectations.
2. Tenure and Promotions Committee members conduct the pre-tenure review and oversee the tenure process, evaluate applications for tenure, and, on the basis of the evaluation, make recommendations to the Dean of Faculty for awarding or denying tenure. Members of this committee can answer questions about the process and expectations, and are interested in the success of tenure-track faculty.
3. Although other tenured faculty members are not directly involved in the tenure decision, they can help mentor tenure track faculty members as they strive to meet the tenure expectations.
4. The Department Chair is a source of mentoring, evaluates faculty members and helps them plan how to address any problem areas, and participates in the pre-tenure and tenure reviews as a guest member of the Tenure and Promotions committee.
5. The Dean of Faculty is an experienced academic who can give advice to any faculty member. His/her experience can be particularly helpful during the early stages of a tenure track faculty member's transition to BAC. He/she has a pivotal role in the evaluation of a faculty member for tenure, making a recommendation directly to the President.

2.7.5.2 Preliminary Review

Approximately half way through a tenure track faculty member's probationary period a pre-tenure review is conducted. For a faculty member who has not shortened the probationary period, this review will occur in the spring term of the fourth year of appointment. The Department Chair and/or Dean of Faculty will notify a candidate and the Tenure and Promotions Committee of an upcoming pre-tenure review. This review, which includes the Tenure and Promotions Committee, is incorporated as part of the evaluation for contract renewal for the final contract period prior to the tenure decision. The Tenure and Promotions Committee will review the faculty member's portfolio

after the review by the Department Chair and will send a letter with the committee's evaluation to the Dean of Faculty.

2.7.6 PROCESS FOR EVALUATION AND TENURE DECISIONS

2.7.6.1 Process for Evaluation and Recommendation

1. The Department Chair and/or Dean of Faculty will notify a candidate and the Tenure and Promotion Committee of an upcoming tenure review, remind the candidate of the timeline for evaluation, and provide a checklist of contents expected in a tenure portfolio (Appendix 2.7.1, Tenure Timeline, Checklist, and Evaluation Rubric). The candidate sends his/her letter of intent to seek tenure in the fall of the penultimate academic year of a tenure track contract, typically the sixth year of tenure track employment at BAC. Failure to submit a letter of intent before the deadline results in forfeiture of the right to be considered for tenure. Individuals with a shortened probationary period will be notified when their penultimate tenure track contract year begins.
2. The candidate's Department Chair serves as a guest member of the Tenure and Promotions Committee for the duration of the tenure review process. If the Department Chair is not tenured, the Department Chair can choose to designate a tenured member of the department to serve. If the department does not contain a tenured faculty member, then the Department Chair can choose a tenured member of an academically similar department. Therefore, all subsequent references to the Tenure and Promotions Committee in this section include the Department Chair or designee.
3. The candidate suggests to the Tenure and Promotions Committee three to five external references who are free of conflicts of interest and who can evaluate the candidate's professional activity. The Tenure and Promotions Committee, in consultation with the Dean of Faculty, solicits letters of reference from two to three of the suggested references. If the Tenure and Promotions Committee and Dean of Faculty cannot find at least two acceptable and consenting references from the list, the Tenure and Promotions Committee will work with the candidate to find additional potential references.
4. Since unsolicited communications have the potential of inappropriately introducing interpersonal conflicts into the evaluation process, the Tenure and Promotions Committee will not consider any unsolicited communications in the evaluation of candidates. It will send any unsolicited communications to Human Resources to handle as appropriate.
5. The rule for evaluating and voting on candidates eligible for tenure or promotion is this: one person, one vote. This rule is designed to cover cases in which someone is potentially involved in the tenure and promotion process at multiple points. For example, a full professor who is chair of the cybernetics department might serve on the Tenure and Promotions Committee. If an assistant professor of cybernetics has applied for tenure, the senior colleague shall only have one opportunity for evaluating or voting on the candidate: either as chair of the department or as a member of the Tenure and Promotions Committee, but not both. This example is intended to illustrate the above rule which may be applied to other levels of the administrative organization of the college. The Tenure and Promotions Committee in consultation with the Dean of Faculty and the Chair of Faculty Council shall determine which role the professor will take.
6. The candidate submits her/his portfolio to the Tenure and Promotions Committee. The committee members review the portfolio, meet with the candidate, and the chair sends the portfolio, with the committee recommendation to the Dean of Faculty. The Department Chair retains the right to submit to the Dean of Faculty and the committee an individual recommendation if he/she is not in agreement with the majority of other committee

members. The committee chair sends a copy of the recommendation with reasons for the recommendation and an individual letter from the Department Chair, if applicable, to the candidate.

7. The Dean of Faculty reviews the portfolio and attached recommendation(s) and sends the portfolio, with his/her recommendation to the President. The Dean of Faculty sends a copy of his/her recommendation with reasons for the recommendation to the candidate and the Tenure and Promotions Committee.
8. The President reviews the portfolio and attached recommendations and, in the case of a positive recommendation, sends her/his recommendation and reasons for the recommendation to the Board of Trustees along with access to the portfolio. In the case of either a positive recommendation or a negative decision, the President sends a copy of this letter to the candidate, the Tenure and Promotions Committee, and the Dean of Faculty.

2.7.6.2 Tenure Decisions and Appointment

1. The President and the Dean of Faculty meet with the Board of Trustees to discuss the recommendations for tenure, but absent themselves before the Board votes. The Board of Trustees makes a decision about the awarding of tenure and ensures that its decision is accurately communicated to the President, the Dean of Faculty, the Tenure and Promotion Committee, the Department Chair, and the candidate.
2. If a candidate is approved for tenure by the Board of Trustees, that candidate will receive a tenured appointment at the beginning of the next academic year.
3. If a candidate is not approved for tenure, then the Dean of Faculty, in consultation with the Department Chair and President, will decide whether to offer a one-year terminal contract or a renewable non-tenure contract. If a renewable non-tenure contract is offered this will be done with the clear, written understanding that no *de facto* tenure is thereby intended or granted. In such a case the candidate will not be eligible for further tenure consideration and will be employed on the same basis as other non-tenure track faculty members. The candidate is notified in writing that tenure was not awarded, and the candidate will be offered either a one-year terminal contract or a renewable non-tenure contract for the following academic year.

2.7.7 GRIEVANCES

A candidate who receives a negative recommendation from the Tenure and Promotions Committee and/or the Dean of Faculty may turn to the grievance process (Section 2.8) if she/he has evidence that violations of college policies and procedures, including inequitable application of those policies and procedures, has occurred.

2.7.8 POST-TENURE REVIEW

As a condition of receiving tenure, each tenured faculty member agrees to have her/his performance reviewed comprehensively at least every five years. The goal of the tenured faculty member review process is continuing improvement and professional development. The review is designed to confirm that the faculty member continues to discharge sincerely, justly, and faithfully all professional responsibilities in all areas.

The post-tenure review process consists of assembling a portfolio, evaluation by the Department Chair and Dean of Faculty, and culminating with a formal written report to the President and the faculty member.

If the review is satisfactory the next review will be conducted in the fifth year of subsequent employment.

If the review is unsatisfactory the Department Chair will work with the faculty member and propose to the Dean of Faculty a plan for performance improvement over the next three years. The plan will include specific goals and objectives and measures of progress. The Department Chair will evaluate progress at the end of each of the three years. If performance is satisfactory by the end of three years, the next review will be conducted in the fifth year of subsequent employment. If performance is not satisfactory by the end of three years, the formal phase of the process for involuntary separation for cause (Section 2.9.3.2.4) is immediately initiated by the Dean of Faculty. In serious cases of failure to meet performance expectations initiation of separation procedures may take place outside of the post-tenure review cycle described here.

2.7.9 LAPSING OF TENURE

Tenure lapses upon termination of employment for cause or upon voluntary resignation or retirement from full-time employment. A tenured faculty member who shifts temporarily from full-time to part-time status with the concurrence of the Dean of Faculty, CAO, and President may retain tenured status under the terms designated by the Dean of Faculty.

2.8 GRIEVANCES AND CONFLICT RESOLUTION

2.8.1 INTRODUCTION

2.8.1.1 Purpose: The Grievance Policy includes an Informal and a Formal Procedure. This process provides two avenues to resolve disputes that have not been resolved through normal reasoned discussion. The Grievance Policy is intended to define clearly the matters that are at issue; to assure the faculty member that his/her complaint or problem has been presented to and considered by appropriate College officials and bodies; and to assure the College community that decisions involving faculty members in their relationship to the College are fully considered. Note that all allegations of *unlawful discrimination* or *harassment* are to be processed under those policies rather than through the Grievance Procedure described here. It is to be hoped that cases will be resolved through the Informal Procedure involving a Faculty Ombudsman or the HR Director. However, some cases require the Formal Grievance Procedure.

2.8.2 INFORMAL GRIEVANCE PROCEDURE INVOLVING A FACULTY OMBUDSMAN

A faculty member may go to either a Faculty Ombudsman or to the HR Director for support through the informal grievance procedure. In either case, a confidential record of the informal grievance is to be maintained, either by the Ombudsman or the HR director, including managing the dates that the process initiates and concludes or moves to the formal process ([Section 2.8.4](#)).

The HR Director will fulfill the duties of the Faculty Ombudsman (see below) if a faculty member wishes to work through the HR Director rather than the Faculty Ombudsman in the informal grievance procedure.

The Faculty Ombudsman serves as an impartial and confidential investigator before the Formal Phase of a Grievance Procedure, in any specific case of alleged inequity, unfairness, or maladministration.

If the case moves to the formal grievance procedure, then the Ombudsman will transfer the confidential record of dates, brief description of the incident, and steps taken to address the issue to the HR Director. The grievant has the right to review and revise the record before it is submitted to the HR Director.

The qualifications of an Ombudsman are that he/she is a current Bryn Athyn College faculty member and must be a member of the Faculty Council with at least five years' service to the College. The Faculty Council will elect at least two faculty members per year who can serve as Ombudsmen, as needed. Grievants who choose to involve an Ombudsman select one of these professors to serve in this role. Ombudsmen are expected to hear grievants in confidence and seek to resolve individual grievances and cases of alleged infringements of academic freedom, unfairness, inequity, discourtesy, undue delay, or other malfunctioning in the processes of the College. Ombudsmen will investigate, in confidence, to determine the degree of validity of the complaint. Ombudsmen will mediate between parties or otherwise resolve the problem, arriving in confidence at what appears to the Ombudsman to be a just resolution (in the dismissal of the complaint, or in recommended action based on a warranted complaint). Ombudsmen may refer unresolved cases, with the approval of the grievant, to begin the Formal Grievance Procedure.

The Ombudsman may, on the basis of his/her sole judgment, inquire into possible or alleged unfairness or inequity resulting from possible bias or malfunction in any of usual proceedings and make confidential reports thereon to the individual or parties involved, and subsequently, if necessary, to the Faculty Review Committee.

The Ombudsman may report and recommend to the Faculty Review Committee appropriate changes in the procedures and processes that have given rise to particular grievances. Such recommendations may lead to revisions in the Faculty Handbook.

In connection with his/her proper inquiries and to receive full and complete answers the Ombudsman has the right to inquire of any member of the faculty, administration, student body, or member of the clerical and custodial staffs. The Ombudsman has the responsibility to present recommendations for solution to the parties involved and to report such recommendations to the Faculty Matters Committee, administrators, department heads, student groups, or other persons, having completed the foregoing processes in confidence, in terms appropriate to the case, and in fairness to all parties involved.

The Ombudsman has the responsibility to make such a final report in the matter to the Faculty Matters Committee, as in his/her judgment will promote a just final disposition of any case.

2.8.3 FORMAL GRIEVANCE PROCEDURE

In recognition of the collegial nature of the grievance process, no party is allowed to bring legal counsel to any meeting sanctioned by or implementing this policy. To do so would be to step outside the framework of this Grievance Policy and Procedure. By pursuing the Formal Grievance Procedure, the grievant waives no rights conferred by law.

Almost every formal or informal grievance involves both a grievant's right to know and the institution's need to protect the confidentiality of certain information and deliberations. Questions of access should be resolved by attending to the conflicting specific interests of the case at hand. As a general rule, however, a grievant has no right to confidential communications of colleagues whether as individuals or as members of a department or college committee. On the other hand, if the Faculty Review Committee is to make an informed decision and recommendation, it must have access to pertinent information, including for example a department's minutes or other records in connection with a disputed matter.

2.8.3.1 Formal Procedure Using the Faculty Review Committee

The grievant may petition a formal grievance. The steps in this process follow.

Grievance Petition:

The petition is a formal, complete, written statement of the grievance. It follows an outline:

1. A statement of particulars including specification of the basis of the grievance and the subject of the grievance;
2. a summary of the steps taken in the Informal Grievance Procedure;
3. a statement of how the grievant has been harmed;
4. a proposed remedy for the dispute;
5. any relevant information or documents that support the grievance.

This confidential petition goes to the HR Director (unless the HR Director is the subject of the grievance, in which case it goes to the Dean of Faculty). The HR Director (or Dean of Faculty) delivers the petition to the Chair of the Faculty Council and to the Chair of the Faculty Review Committee. (If the Chair of the Faculty Council is the subject of the grievance then the HR Director delivers the grievance to the Immediate Past Chair or the Chair Elect.)

2.8.3.2 Procedures of the Faculty Review Committee

Before conducting any hearing, the Faculty Review Committee reviews the written grievance petition. The committee has the right to:

1. Determine whether the substance of the petition is grievable and whether the Informal Procedure has been exhausted. If ruled not grievable or not exhausted at the informal level, the petition is returned with an explanation.
2. Request additional data in writing from the grievant or the subject of the grievance.
3. Attempt another informal resolution by consultation with the parties.

If the substance of the petition is determined to be grievable and no informal resolution has been reached, the Faculty Review Committee shall proceed to a formal hearing governed by the following rules:

1. Confidential minutes will be kept, but no verbatim transcript, voice recording, or video recording will be made or kept by anyone.
2. Only the members of the Faculty Review Committee and the parties to the grievance are to be present at all times during the hearing.
3. The Faculty Review Committee has the right to summon witnesses and question them, and to request and review records relevant to the grievance.
4. The parties to the grievance do not have the right to question witnesses. They do have the right to address the Faculty Review Committee after all the evidence has been presented.
5. The burden of proof is on the person bringing the grievance.
6. No legal counsel to any party is permitted at the hearing. However, any Ombudsman who served as an advisor to the grievant in the Informal Procedure may be present as an advisor during the hearing, if agreed upon by all parties involved.
7. The hearings and deliberation of the panel are confidential. This includes the testimony, proceedings, and the panel's report. All parties involved in the hearings and deliberation of the panel are bound by the confidentiality rule. Violations of confidentiality will be looked upon as serious violations of the collegiality by which the college must function.
8. Confidential materials compiled by the Faculty Review Committee shall be placed in a separate file created for this purpose. The President, in consultation with the Human Resources Director, is responsible for maintaining this file. Files of previous deliberations shall not be accessible to the current Faculty Review Committee unless there is a need to know. A decision to examine past deliberations shall require an affirmative vote by a majority of the members of the functioning Faculty Review Committee.

Upon conclusion of the hearing, the Faculty Review Committee determines in private session the merits of the grievance and then reports its conclusions and recommendations to the parties to the grievance and to the HR Director. A simple majority of the Faculty Review Committee suffices for adoption of the report and recommendation.

Should the nature of the grievance and outcome necessitate consideration by the President, Dean of Faculty, or CAO, then the HR Director will communicate the grievance to the appropriate office. (Should the HR Director be the subject of the grievance then the Dean of Faculty will fulfill the function assigned to the HR Director.)

Actions after the Hearing:

The President's initial presumption regarding the resolution of grievances favors the judgment of the Faculty Review Committee. However, should the President believe that there are substantive reasons to go against the Faculty Review Committee recommendation, he/she shall state those reasons in a letter to be sent to the Faculty Review Committee, the grievant, and the subject of the grievance. Otherwise, the President shall instruct the Dean of Faculty to execute the decision of the Faculty Review Committee. The President's determination is final.

2.8.4 GRIEVANCE PROCEDURE TIMELINE

All parties have a stake in reaching a timely resolution to any grievance. The time periods below are calendar days and are in effect for any grievance initiated from the first day of fall classes to the conclusion of examinations in the spring term. Because faculty and administrators are frequently absent in the summer months, any time period that extends past the last day of spring term final examinations is doubled. For any period that extends over either the first day of fall classes or the last day of spring final exams, the period is pro-rated so that the days falling in the summer session are doubled while those falling within the fall, winter, and spring terms are counted as one each. Extensions to any or all of the time periods may be granted due to unusual or extreme circumstances. A grievant or other party to the grievance who wishes such an extension should submit a written petition explaining the circumstances to the Chair of the Faculty Review Committee, who may grant an extension, pending the approval of the President.

A faculty member may initiate an informal or formal grievance process within 90 days from the time the grievable action is known by the grievant.

Informal Grievance Procedure:

The informal stage is not to exceed 45 days from the day that the informal grievance process is initiated.

If the grievant is satisfied with the resolution, then no further action is required and all records and files regarding the informal grievance shall be destroyed.

Formal Grievance Procedure:

If the grievant is not satisfied within the 45 days of the informal process, then the grievant has 21 days to initiate the formal grievance process by filing a formal grievance petition with the HR Director and Faculty Council Chair ([Section 2.8.3.1](#)).

After receipt of the formal grievance petition, the Chair of the Faculty Council has 15 days to convene the Faculty Review Committee, which consists of the committee chair plus three members and two alternates. The grievant has seven days from filing the formal petition to request substitution of one or more members of the Faculty Review Committee with an alternate member. The chair of the Faculty Review Committee has seven days to consider the request and communicate to the grievant (and all parties to the grievance) the names of the faculty members who will hear the case. If parties cannot agree on the members of the Faculty Review Committee to hear the case then the HR Director and Faculty Council Chair will consult with the Dean of Faculty or President to identify faculty members who may serve on the committee to hear the case.

Faculty Review Committee has 30 days from the first meeting of the review committee regarding the case to complete its work, including, if appropriate, holding a formal hearing and rendering a decision.

After the Hearing:

Should the committee's decision require action by the President then the President has 15 days after receiving the decision to either instruct the Dean of Faculty to execute the decision or communicate in writing to all parties his/her substantive reasons for going against the decision.

(ideas borrowed from: <http://www.canisius.edu/hr/hr-committee/faculty/>; www.bu.edu; and <http://www.trincoll.edu/prog/facman/doc0006.html>)

2.9 SEPARATION FROM THE COLLEGE

2.9.1 RETIREMENT

In 2008, changes were made to the retirement program and Defined Benefit Plan (pension plan) so that employees were separated into two groups: Grandfathered and Non-Grandfathered. Generally, employees can check their annual salary data sheet where this status is noted.

Effective January 1, 2014, there are no future benefit accruals provided under the Defined Benefit Plan (pension plan) for employees. This applies to all employees – grandfathered, non-grandfathered and new hired faculty.

Grandfathered Employee

Full time employees as of July 1, 2008 who were at least age 40 and had earned 10 years of full-time service as of June 30, 2008 who opted to remain in the Pension Plan. The benefit they earned in the Defined Benefit Plan (pension plan) is calculated based on the service and salary they earned as of January 1, 2014.

Normal Retirement Date

For Grandfathered faculty, the Normal Retirement Date (NRD) is the earlier of the 1st day of the month following age 65 or when they have satisfied the Rule of 90.

Rule of 90

An employee has reached the Rule of 90 when the sum of an employee's age and service are at least 90.

Non-Grandfathered Employee

Full time employees as of July 1, 2008 who were under age 40 or had earned less than 10 years of service as of June 30, 2008 or any employee who would otherwise have been Grandfathered if they had not opted out. The benefit they earned in the Defined Benefit Plan (pension plan) is calculated based on the salary they earned prior to July 1, 2008 and the service they earned as of January 1, 2014.

Faculty Hired After 2008

Faculty hired after 2008 are considered non-grandfathered employees and are only eligible to participate in the College's 403b Defined Contribution Plan. The former pension plan does not apply to faculty hired after 2008.

2.9.1.1 Eligibility for Retirement

When a faculty member is contemplating retiring, she/he is strongly advised to speak with the department chair and submit to the Dean of Faculty, copy to HR, a letter of intent to retire at least a year in advance of the planned retirement. This notice allows an orderly transition within the faculty. In unusual circumstances such as sudden illness or family situations a faculty member may request permission to retire without a full year's notice. Such a request is reviewed by the department chair and requires approval by the Dean of Faculty.

Grandfathered faculty eligible for a pension must reach the "rule of 90" or be at least 65 years of age in order to receive the full pension amount. No pension is available until age 55.

Early Retirement for Grandfathered Faculty

In a defined benefit plan (pension plan), a provision which allows a participant to retire before the plan's normal retirement age with a benefit that has been reduced based on the period of time between the early retirement age and the normal retirement age of the participant.

If you are over age 55 with 5 years of vesting service you are eligible for early retirement. Your benefit is reduced by 0.5% for each month that the commencement of payments precedes your Normal Retirement Date.

Non-Grandfathered Faculty Eligibility

Non-Grandfathered faculty, which includes all hired after 2008, become eligible to retire at age 59 ½. They are eligible to receive their 403b retirement income without penalty at this time.

2.9.1.2 Continued Employment & Benefits for Retired Faculty

Retired faculty may continue to teach at the College as percent-time faculty members indefinitely. The maximum amount of a combined course and committee-load a retired faculty member may work is 6/9ths of a full-time contract. Their contracts are distributed on an annual basis and their percentage load may fluctuate up to, but not more than 6/9ths per year.

Retired faculty are currently allowed to enroll or participate in limited College benefits plans.

2.9.1.3 Process

When a faculty member officially retires, she/he meets with the Director of Human Resources for BAC to review the terms and conditions of retirement.

2.9.2 RESIGNATION

Core faculty members may choose to resign from BAC. If a faculty member is contemplating resigning, she/he is strongly advised to speak with the Department Chair and submit to the Dean of Faculty, copy to HR, a letter of intent to resign at the earliest possible time to allow an orderly transition within the faculty. While a year's notice is preferable, it is not always possible. BAC expects faculty members to complete the academic year and at a minimum the academic term. Exceptions to this policy can only be made with the recommendation of the Department Chair and approval of the Dean of Faculty.

2.9.3 NON-RENEWAL OF FACULTY CONTRACTS

2.9.3.1 Definition of Non-renewal of Contract

Non-renewal is a means of separation by which the College severs its employment relationship with contract faculty at the end of a contract period.

2.9.3.2 Faculty Appointed by the Dean of Faculty

All faculty members appointed by the Dean of Faculty are probationary and are on one-year contracts (Section 2.2.1). Non-renewal of appointment may be made by the Dean of Faculty without showing cause. For non-renewal of contracts of Dean-appointed faculty, written notice of non-reappointment shall be sent from the Dean of Faculty to the faculty member by certified mail on or before March 15.

2.9.3.3 Faculty Appointed by the President

In the final instance, the decision not to renew the appointment of a contract faculty member rests with the College President, after receiving and considering recommendations of the Dean of Faculty and, as applicable, the Tenure and Promotions Committee, as described in either [Section 2.2.4 \(Determination of Need\)](#) or [2.7.6. \(Evaluating Probationary Faculty for Renewal\)](#).

2.9.3.3.1 Notification

Written notice of non-reappointment shall be sent from the President to the core faculty member by certified mail on or before:

- a. March 15 of the contract year in which the appointment expires, for faculty in their first or second academic year of service;
- b. December 15 of the contract year in which the appointment expires, for faculty in their third or fourth academic year of service;
- c. March 15 of the contract year preceding expiration of the appointment, for faculty in their fifth academic year of service or beyond.

2.9.3.3.2 Reasons

2.9.3.3.2.1 Probationary Faculty

Probationary faculty are all core faculty within the first seven years of full-time equivalent employment as core faculty members ([Section 2.2.2](#)).

A notice of non-reappointment is not a dismissal for cause, and probationary faculty members have no contractual right to employment beyond the expiration of their contracts. In taking the action of non-reappointment, the College is not obligated to demonstrate the validity of the decision. Therefore, the provision of reasons shall not be equated with such a demonstration. However, a faculty member who is non-reappointed shall be advised, upon written request to the Dean of Faculty, of the reasons which contributed to the non-reappointment decision. If the faculty member so requests, those reasons shall be confirmed in writing.

2.9.3.3.2.2 Post-Probationary Faculty

Post-probationary faculty are all core faculty members who have served on the core faculty for more than seven years of full-time-equivalent employment.

Non-renewal of a post-probationary contract follows the procedures described in Section 2.9.4, 2.9.5, or 2.9.6. In the cases where problems have surfaced in a faculty member's performance or conduct that are serious enough to make renewal of a four-year contract inadvisable, but not so

serious as to warrant non-renewal of contract, the Dean of Faculty has the option of recommending an extension of contract for a one-year or two-year period.

The reasons for renewal to a shorter contract period should be clearly and specifically indicated to the faculty member. If at the end of the specified period the problems have been satisfactorily resolved, the faculty member would then be offered a four-year contract. If the problems have not been resolved, a decision not to renew the contract further should follow the procedure outlined in Section 2.9.4 or 2.9.5.

2.9.4 DISMISSAL

2.9.4.1 Definition

Dismissal is a severance action by which the College, for adequate cause, ends its employment relationship with core faculty.

Adequate cause for dismissal shall be based upon justifiable reasons (Section 2.9.4.2). The burden of proof that adequate cause exists shall rest with the College.

2.9.4.2 Reasons for Dismissal

Dismissal may occur for reasons including, but not necessarily limited to:

- a. demonstrated incompetence or dishonesty in teaching, scholarship, and/or service;
- b. deliberate and grave violation of the standards of professional conduct set forth in Section 2.4 or Section 3.9 of the Bryn Athyn College [Employee Handbook](#).
- c. continued serious neglect of basic duties or responsibilities as set forth in Section 2.4, in spite of two or more written warnings from the Dean of Faculty regarding such neglect;
- d. conviction of a felony or other conduct which directly and substantively impacts the fitness of the faculty member in their discharge of professional responsibilities.

2.9.4.3 Procedures for Dismissal

The President may, if circumstances justify, suspend a faculty member at any time during a dismissal action ([Section 2.9.6](#)). A suspension which is intended to be final shall be treated as a dismissal.

Prior to the Dean of Faculty's recommendation to the President on dismissal action, the faculty member shall be notified in writing by the Dean of Faculty of the proposed dismissal action with stated reasons. The faculty member shall be required to attend a joint meeting with the Dean of Faculty and the Tenure and Promotions Committee, which must occur within ten (10) working days after the faculty member's receipt of the Dean of Faculty's notice. The purpose of this meeting shall be to examine, with the faculty member, the circumstances of the dismissal action and hear the faculty member's response to the action. Failure of the faculty member to attend this joint meeting, without reasonable cause, shall be noted in the Dean of Faculty's recommendation to the President regarding dismissal.

After the Tenure and Promotions Committee hears the faculty member's response and consults with the Dean of Faculty, the Dean of Faculty shall either forward to the President a written

recommendation for dismissal, with a copy sent to the faculty member, or notify the faculty member in writing that dismissal action will not be taken.

If the President concurs with the Dean of Faculty's recommendation for dismissal, then the President shall send written notification of the dismissal action to the faculty member and inform the faculty member of the right to a review hearing, as described in Section 2.9.4.5.

2.9.4.4 Notification

Written notice of dismissal shall be sent from the President to the faculty member by certified mail and shall include reasons for dismissal, a statement of the evidence supporting dismissal, the effective date of dismissal, statement of the faculty member's right to a review hearing, and the time and date established for the hearing. Notice of dismissal may be given at any time. Salary and benefits shall continue until the effective date of dismissal.

2.9.4.5 Review Hearing

Review of dismissal of academic faculty shall be granted automatically.

2.9.4.5.1 Procedures for Review of Dismissal

A faculty member who receives notice of dismissal shall have the right to a closed hearing before the Faculty Review Committee. The faculty member's review hearing shall be scheduled by the President within ten (10) working days of the faculty member's receipt of the dismissal notice.

If the faculty member fails to attend the review hearing without reasonable cause, then the dismissal action shall proceed in accordance with the terms specified in the notice of dismissal and the faculty member shall have waived all rights to internal review of the dismissal action.

When a review hearing is held, the Faculty Review Committee shall not be bound by formal rules of evidence and procedure. The Committee shall, with the consent of the parties concerned, attempt to simplify the issues, clarify the facts, provide for the exchange of information, and/or achieve other objectives to make the hearing fair, effective, and expeditious.

The Chair of the Faculty Review Committee shall conduct the proceedings and rule on all contested requests for information. The faculty member may elect to be accompanied by a colleague who holds a current appointment as a member of the academic faculty. The College shall be represented by the Dean of Faculty. Attendance at the hearing is otherwise closed to everyone except witnesses called by the faculty member, the Dean of Faculty or the Committee. The Chair of the Faculty Review Committee shall notify the faculty member and Dean of Faculty, in advance, of the list of witnesses to be called.

The review hearing shall be electronically recorded and, if the faculty members requests it, the recordings shall be transcribed at the cost of the College. The Chair of the Faculty Review Committee shall keep custody of the original recordings and transcripts, together with the original appeal and all other documents and evidence submitted during the proceedings, until final resolution of the review hearing. These records will be maintained by the HR office for five years and then destroyed.

The Chair of the Faculty Review Committee has discretion to grant adjournments to enable either party time for discovery, so long as such requests are reasonable and relate substantively to the hearing proceedings.

The faculty member and the Dean of Faculty shall have the right to cross-examine all witnesses. Where witnesses cannot or will not appear, but the Faculty Review Committee determines that their written statements are admissible, the Faculty Review Committee shall identify witnesses, disclose their statements to both parties, and allow for interrogatories to be presented to the witnesses making the written statements.

Within ten (10) working days of the conclusion of the hearing, the Chair of the Faculty Review Committee shall present to the President written findings of fact and recommendations as to the review of the faculty member's dismissal; copies must at the same time be sent to the faculty member and the Dean of Faculty. The Faculty Review Committee report must contain recommendations regarding whether adequate cause for dismissal has or has not been established and whether dismissal is or is not the appropriate sanction.

Within ten (10) working days after receipt of the Faculty Review Committee findings, the President shall issue a written decision on the faculty member's review, with copies to the Chair of the Faculty Review Committee, the faculty member and the Dean of Faculty. If the faculty member's dismissal is reversed, the written decision shall state the effective date of re-employment. If the faculty member's dismissal is sustained, the written decision shall state the effective date and terms of separation. The President shall render the final institutional decision on the review of dismissal.

2.9.5 SEPARATION DUE TO MENTAL OR PHYSICAL ILLNESS

Determination of mental or physical illness shall be made by the College President and be based upon clear and convincing medical evidence that the faculty member is unable to perform expected duties and responsibilities despite reasonable accommodation(s).

If the Dean of Faculty, after consultation with the Faculty Review Committee, has reasonable cause to believe that a faculty member is unable to perform expected duties and responsibilities due to severe mental or physical illness, the Dean of Faculty may ask the individual to submit to a psychiatric or physical examination at College expense by a physician designated by the College. If either the individual or the College desires, a second medical opinion may be requested from a physician mutually agreed to by both parties and paid by the College. If agreement cannot be reached, the College shall have the right to select the second provider. If clear and convincing medical evidence exists to support the conclusion that the faculty member is unable to perform duties and responsibilities due to mental or physical condition(s), then the Dean of Faculty may initiate procedures for separation. Such procedures may not be initiated if the faculty member is on approved medical leave.

Faculty members who experience a severe mental or physical illness shall be eligible for disability benefits as described in the Employee Handbook. In these circumstances, the first responsibility of the Dean of Faculty shall be to advise the faculty member of the available benefits.

2.9.5.1 Procedures for Separation for Mental or Physical Illness

- a. The President may, if circumstances justify, suspend a faculty member at any time during a separation action for severe mental or physical illness ([Section 2.9.7](#)).
- b. Written recommendations for separation due to mental or physical illness shall be submitted to the President by the Dean of Faculty with a copy to the faculty member involved.

- c. Prior to the Dean of Faculty's recommendation to the President on separation action, the faculty member shall be notified in writing by the Dean of Faculty of the proposed separation action; notification of required attendance at a joint meeting with the Dean of Faculty and the Faculty Review Committee shall also be included. This joint meeting shall be scheduled within ten (10) working days after the faculty member's receipt of the Dean of Faculty's notice. The purpose of this meeting shall be to provide an opportunity for the Faculty Review Committee to review the circumstances of the separation action with the faculty member and to hear the faculty member's response to the action. Failure of the faculty member to attend this joint meeting, without reasonable cause, shall be noted in the Dean of Faculty's written recommendation to the President regarding separation.
- d. After the Faculty Review Committee hears the faculty member's response and consults with the Dean of Faculty, the Dean of Faculty shall either forward a written recommendation to the President for the separation, with a copy to the faculty member, or notify the faculty member that separation action will not be taken.
- e. If the President concurs with the Dean of Faculty's recommendation for separation, then the President shall send written notification of the separation action to the faculty member and inform the faculty member of the right to a review hearing, as described in Section 2.9.5.2.

2.9.5.2 Notification

Notification of separation for reasons of severe mental or physical illness shall be sent from the President to faculty member by certified mail and shall specify the effective date of separation, the faculty member's right to a review hearing, and the time and date of the hearing. Notice of separation for mental or physical illness may be given at any time and may take effect before expiration of academic year or fiscal year contracts. Salary and benefits shall not cease until the effective date of separation.

2.9.5.3 Review Hearing

Review of separation for reasons of severe mental or physical illness for term, probationary faculty, or tenure contract faculty shall be granted automatically. Review procedures for separation due to illness shall be identical to those for dismissal (Section 2.9.4.5.1).

2.9.6 TERMINATION

2.9.6.1 Definitions

- a. Termination is a means of separation by which the College terminates the service of academic faculty resulting from reduction in force.
- b. Reduction in force is the elimination of faculty appointments resulting from bona fide financial exigency or formal reduction or discontinuance of degree or program areas.
- c. Bona fide financial exigency exists when the Board of Trustees determines that the financial condition of the College threatens the survival of the institution as a whole and this condition cannot be alleviated by less drastic means than the termination of College employees.

- d. Formal reduction or discontinuance means the reduction or elimination of a degree, or a program, or a service or support area through action initiated by the College.
- e. Degree means any associate's, bachelor's, or master's degree awarded by the College.
- f. Program means a group of courses leading to a degree or minor, a sequence of courses with a common prefix, a service, or support area, or any curriculum area identified as such by distinct faculty action.
- g. Service or support areas include all those units of the College not directly involved in delivery of credit-bearing instruction, including for example, student services, academic support services, and the library.

2.9.6.2 Reduction in Force

2.9.6.2.1 Priorities

In the event of a bona fide financial exigency or the formal reduction or discontinuance of a degree or program area, the retention of viable academic programs and the protection of tenure are of primary importance. Therefore, when reasonable means for coping with bona fide financial exigency or formal reduction or discontinuance of degree or program areas have been exhausted without resorting to the elimination of faculty positions, termination of faculty appointments shall be made by the President. This will be done in accordance with the procedures described in Section 2.9.6.3.7 and the following sequence:

- a. Consideration of attrition resulting from resignation, retirement, or other severance actions.
- b. In the case of a bona fide financial exigency, termination of term contract faculty appointments, without regard to degree or program area. In the case of program reduction or discontinuance, termination of term contract faculty appointments within the affected program area(s) on the basis of the criteria specified in Section 2.9.6.2.2.
- c. Termination of probationary, post-probationary, and/or tenured faculty appointments based on:
 1. the recommended list of reduced or discontinued degree or program areas, as determined by the procedures described in Section 2.9.6.2.7;
 2. the criteria specified in Section 2.9.6.2.2;
 3. the retention of tenured faculty over non-tenured contract faculty within the same area of responsibility;
 4. the application of replacement, retraining, and reinstatement provisions described in Sections 2.9.6.2.4 through 2.9.6.2.6.

2.9.6.2.2 Criteria

In making recommendations on reductions in force, the following criteria shall apply:

- a. qualifications of faculty members as documented in official personnel files and as judged relative to the maintenance of the academic viability of remaining degree or program areas;
- b. given relatively equal standing as determined in a above, seniority as determined by length of service at the College.

2.9.6.2.3 Notification

Notification of termination for reduction in force shall be sent from the President to the faculty member by certified mail. It shall specify the reasons for and evidence supporting such termination, the effective date of termination, the faculty member's right to replacement, reinstatement or retraining (if applicable), the right to a review hearing, and the time and date of such a hearing (if applicable). Notice of termination for reduction in force due to financial exigency or formal reduction or discontinuance of degree or program area may be given at any time to term contract faculty; termination may take effect before expiration of academic or fiscal year contracts, provided that a minimum of sixty calendar days expires between the date of notification and the effective date of termination.

Notice of termination for reduction in force due to financial exigency or formal reduction or discontinuance of degree or program areas shall be given to tenure contract faculty not less than one calendar year in advance of its effective date. Notification deadlines for core faculty shall be the same as those set forth in Section 2.9.3.2. Salary and benefits shall continue until the effective date of termination.

2.9.6.2.4 Replacement Rights

Tenure contract faculty who receive notice of termination for reason of reduction in force shall automatically be considered as potential replacements for positions vacated by the termination of term or non-tenured faculty in other degree or program areas.

If, in the judgment of the President, who must consult with the Dean of Faculty and the Tenure and Promotion Committee, faculty do meet or exceed qualifications for a faculty vacancy, then they shall immediately be assigned to the open position at their current rank and at a comparable salary. If the judgment is that faculty who seek to replace other terminated faculty are not qualified for the position, then they shall be notified in writing and not granted the position.

2.9.6.2.5 Reinstatement Rights

Tenure contract faculty who are terminated for reason of reduction in force shall automatically receive notice of all faculty vacancies advertised within a three-year period of the effective date of termination. Terminated tenure contract faculty who believe they are qualified to fill an advertised faculty vacancy, and so notify the President, shall be considered for reinstatement by the President.

If, in the judgment of the President, who must consult with the Dean of Faculty and the Tenure and Promotion Committee, faculty who seek reinstatement meet or exceed qualifications for the faculty vacancy as stated in the position announcement, then they shall be immediately reinstated to the announced position at the rank they held at the time of termination and at a comparable salary. If the judgment is that faculty who seek reinstatement are not qualified for the faculty vacancy, then they shall be notified in writing and not reinstated.

2.9.6.2.6 Retraining Efforts

In the event of terminations of tenure contract faculty for reasons of reduction in force, the College shall, in the period between notification and the effective date, assist faculty members preparing for assignment to other degree or program areas where faculty vacancies exist or are anticipated.

Assistance may include, but need not be limited to, granting a paid leave for retraining or participation in other faculty development programs; provision of outplacement seminars dealing with employment search strategies, career changes, and the like; use of College resources, as approved by the Dean of Faculty, in the employment search; and other appropriate services offered through the Office of the Dean of Faculty for a period of six months from the effective date of termination.

2.9.6.2.7 Procedures for Termination for Reduction in Force

2.9.6.2.7.1 Financial Exigency

- a. The Board of Trustees is solely authorized to declare a state of bona fide financial exigency. Such declaration shall be made only after a presentation of relevant financial data by the President to a meeting of the faculty.
- b. Within five (5) working days of a declaration of bona fide financial exigency by the Board of Trustees, the President shall notify the Strategic Planning Committee of such declaration and charge the Committee to prepare, within twenty (20) working days of receipt of such notice, recommendations to be submitted to the President for dealing with the financial exigency. If the Strategic Planning Committee does not submit such recommendations, the President shall exercise sole discretion in responding to the financial exigency.
- c. If the recommendations of the Strategic Planning Committee do not require reductions in force of faculty, and if the President agrees that reductions in force of faculty are not required, then the President shall present a response and recommendations, together with the recommendations of the Strategic Planning Committee, to the Board of Trustees for its action regarding the financial exigency (step h below).
- d. If the recommendations require reductions in force of faculty, the President shall notify the Faculty Council that reductions in force are necessary and charge the Council to prepare a recommended list of degree or program areas to reduce or eliminate within thirty (30) working days of receipt of such notice. If the Council does not submit a recommended list within this timeline, the President shall charge the CAO to prepare a recommended list.
- e. The Faculty Council (or, as appropriate, the CAO) shall prepare the recommended list of reductions or eliminations of degree or program areas on the basis of existing, published procedures and criteria used by the Council in conducting systematic program reviews. In the course of its deliberations, the Faculty Council may seek information or recommendations from departments, department chairs, the Curriculum and Academic Policies Committee, individual faculty members, or other appropriate sources. The Council may hold open hearings and make use of information gathered through prior program review(s).
- f. The recommended list of degree or program areas to be reduced or eliminated shall be submitted to the faculty for their action and approved by the President. The President shall then transmit the approved list to the CAO and Dean of Faculty, who shall consult with the Faculty Review Committee in recommending the names of faculty members to be reduced in force in accordance with the priorities and criteria specified in Sections 2.9.6.2.1 and 2.9.6.2.2, respectively. The Faculty Review Committee may consult with appropriate department chairs and/or interview faculty members in the affected degree or program areas.

- g. The President shall render the final decision on terminations for reduction in force for reasons of financial exigency and shall notify the faculty member(s) involved in accordance with the provisions of Section 2.9.6.2.3.
- h. The President shall present a response and recommendations, together with the recommendations of the Strategic Planning Committee, to the Board of Trustees for its action in response to the financial exigency.

2.9.6.2.7.2 Formal Reduction or Discontinuance of Degree or Program Areas

- a. Formal reduction or discontinuance of existing degree or program areas shall occur only after a program review has been conducted by the Faculty Council, a recommendation submitted to the faculty for their action, and approval given by the College President.
- b. Program reviews shall be conducted in accordance with the procedures and criteria announced and distributed by the Faculty Council.
- c. If formal reduction or discontinuance of an existing degree or program area does not require reduction in force, the President shall submit the proposal to reduce or discontinue, together with any recommendations of the President, to the Board of Trustees for its action (step f below).
- d. If formal reduction or discontinuance does require reduction in force, then the President shall charge the CAO and Dean of Faculty, in consultation with the Faculty Review Committee, to recommend names of faculty members to be reduced, in accordance with the priorities specified in Section 2.9.6.2.1 and the criteria described in Section 2.9.6.2.2.
- e. The President shall render the final decision on terminations for reduction in force for reasons of formal reduction or discontinuance of a degree or program area and shall notify the faculty member(s) in accordance with the provisions of Section 2.9.6.2.3.
- f. The President shall submit the proposal to reduce or discontinue, together with any recommendations of the President, to the Board of Trustees for its action regarding the program reduction or discontinuation.

2.9.6.2.8 Review Hearing

Review of termination for reduction in force is possible only for reasons of formal reduction or discontinuance of a degree or program area and available only to tenure contract faculty, and only on the grounds of violation of academic freedom or violation of the policies and procedures contained in Chapter 2 of this *Faculty Handbook*.

2.9.6.2.8.1 Procedures for Review of Termination for Reduction in Force

Review procedures for termination due to reduction in force shall be identical to those for dismissal ([Section 2.9.4.5.1](#)).

2.9.7 SUSPENSION

A faculty member may be summarily suspended upon a finding of the President that there is good cause to believe that:

- a. the continued presence of the faculty member on the grounds of the College would endanger the safety or well-being of the faculty member or other members of the College community;
- b. the continued functioning of the faculty member in the position would substantially impair or disrupt the regular functions of the College.

Before suspending a faculty member, the President shall consult with the Dean of Faculty and the Faculty Matters Committee regarding the propriety, length, and other terms of the suspension. The suspended faculty member shall have the opportunity of a review hearing in accordance with the procedures set forth in Section 2.9.4.5.1. Salary and benefits shall remain in force for the duration of the suspension.

2.9.8 DISCIPLINARY ACTIONS

2.9.8.1 Warnings

If the Dean of Faculty has evidence that a faculty member is demonstrating continued serious neglect of professional standards, duties, and/or responsibilities stated in this *Faculty Handbook*, then the Dean of Faculty may issue a written warning to the faculty member. This written notice shall specify the basis upon which the warning is warranted, suggest appropriate remedial action(s), and invite the faculty member to respond in writing or in a meeting with the Dean of Faculty. The written warning and, if submitted, the faculty member's written response shall be entered into the permanent personnel file (Section 2.11).

Following two such written warnings, and, in the presence of evidence that the faculty member's conduct has not substantially changed, the Dean of Faculty shall consult with the Faculty Review Committee regarding the proposed disciplinary action. The Dean of Faculty may then either issue another warning letter or recommend to the President that specific sanction(s) (Section 2.9.8.2) be imposed. If the Dean of Faculty recommends sanction(s) and the President concurs, then the President shall send written notice to the faculty member specifying the sanction(s) being applied.

2.9.8.2 Sanctions

When disciplinary action involves the imposition of a sanction--such as an oral reprimand, a written reprimand, denial of specific faculty privileges, reassignment of teaching duties, or removal from assignments or administrative duties--the faculty member may grieve the imposition of the sanction in accordance with the policies and procedures in Section 2.8.

If the President believes that the conduct of a faculty member is sufficiently grave to justify suspension or dismissal, the faculty member shall have an opportunity of a hearing in accordance with the procedures set forth in Section 2.9.4.5.1.

2.10 EMERITUS STATUS

Purpose:

To give recognition to retired associate professors and professors and executive administrators for their service to Bryn Athyn College.

Eligibility:

Emeritus status will be granted to any faculty member or executive administrator of academic or professional units who has met all the following criteria:

- Fulfilled any institutional requirements for retirement and announced her/his intent to retire as a Core Faculty member from Bryn Athyn College;
- Served a minimum of ten years full-time at Bryn Athyn College as a ranked faculty member and/or executive administrator;
- Held faculty rank as Associate Professor or Professor or as an executive administrator.
- Established a sustained record of distinguished performance in some or all of the following: teaching, scholarship, service, administration, and other forms of professional achievement consistent with requirements for Associate Professor or Professor rank;
- Been recommended and reviewed as described below

Procedure:

The procedure for awarding Faculty Emeritus status will be initiated when Dean of Faculty notifies the Faculty Council Committee on Tenure and Promotion that a faculty member who meets the criteria for length of service, rank and any institutional requirements for retirement has notified the Dean of Faculty of her/his intent to retire as a member of the Core Faculty. The Tenure and Promotion Committee chair will request that the appropriate Department Chair forward a recommendation including a one-page summary of significant professional accomplishments, a current *Curriculum Vitae*, and a description of contributions to the college during the faculty member's employment at Bryn Athyn, to the Committee. The Committee will review the materials and make its recommendation to the Dean of Faculty. The Dean of Faculty will review the materials and forward his/her recommendation to the President. The President has final authority to award Emeritus status.

Consideration for Executive Administrator Emeritus status for administrators who meet the criteria for faculty rank as Associate Professor or Professor, length of service and any institutional requirements for retirement will be initiated by a member of the Executive Leadership Team. The initiator will forward a recommendation including a one-page summary of significant professional accomplishments, a current *Curriculum Vitae* or resume, and a description of contributions to the college during the administrator's employment at Bryn Athyn to the Executive Leadership Team. The Team will review the materials and make a recommendation to the President who has final authority to award Emeritus status. If the Executive Leader is the President, the Team will make its recommendation to the chair of the Board of Trustees which will make the final decision.

The President (or the chair of the Board of Trustees if the candidate is the President) will confer emeritus status with an official certificate that indicates the Emeritus title of "Professor Emeritus," "Associate Professor Emeritus," or "Executive Administrator Emeritus." The faculty title will represent the same rank as held at the time of retirement. An administrative emeritus status will represent the title held at the time of retirement.

Privileges:

All persons designated as having Emeritus Status will be accorded the following privileges:

- Identification card denoting Emeritus status and academic or administrative title.
- Listing in the college catalog and other appropriate directories including respective school or faculty bulletins.
- Library, email, and parking privileges
- Receipt of select campus publications upon request
- As approved by the Dean of Faculty and/or appropriate other senior administrator, permission to teach, conduct research/creative activity, or perform service on behalf of the college.
- Access to office space, library study space or other college resources, if available and with approval of the appropriate senior administrator, while performing teaching, research/creative or service roles. Emeritus status itself does not confer the privilege of office space, secretarial support or other college resources.

2.11 PERSONNEL RECORDS

2.11.1 HUMAN RESOURCES PERSONNEL FILES

The Office of Human Resources maintains official hardcopy and/or electronic personnel files for faculty which include application for employment or application letters, and documentation of credentials and qualifications for employment (transcripts of all undergraduate and graduate coursework which must officially certify awarding of degrees, curriculum vitae submitted at time of application, confidential letters of recommendation, and background checks). The HR files also include medical records including documentation of disabilities for ADA purposes & FMLA, salary, benefits, retirement, leave records, and any other employment-related records.

The HR office also includes unofficial (hardcopy and/or electronic) copies of contracts/appointment letters, pay authorization statements, conflict resolution records, and disciplinary documentation,

Access to the personnel file in the HR office is limited to those individuals who need access for the purposes for which the file is maintained. This includes the President, CAO, Dean of Faculty, Human Resources, and may include administrative support staff, as authorized by the Director of Human Resources. (Access to appointment and reappointment portfolios is discussed later in this section.)

2.11.2 DEAN OF FACULTY'S PERSONNEL FILE

The office of the Dean of Faculty maintains official hardcopy and/or electronic faculty personnel files that include:

- Documentation for the determination of rank, compensation, and tenure status.
- Any special considerations such as start-up funds, modified work load, promotion, or unusual tenure schedule.
- Signed certification form that meets the requirements of the English Fluency in Higher Education Act.
- Current curriculum vitae which is submitted with each review portfolio to the Dean of Faculty by the faculty member.
- Employment related activities and achievements.
- Annual and contract evaluations.
- Signed complaints and complaint and disciplinary actions
- Summaries of student evaluation forms for each course and/or analyses necessary to assure competent teaching, updated at the time of contract reviews.
- Recommendations for or against reappointment, promotion, and/or tenure by all parties empowered to make those recommendations.
- Any applications for sabbatical, leave of absence (paid or unpaid), the response to the application, and if appropriate a report on accomplishments during the leave.
- Post-tenure review documents.
- Requests for leaves, sabbaticals, special arrangements, and retirement.
- Documentation of any disciplinary actions, outcomes, and follow-up.
- Letters of resignation or retirement.

The office of the Dean of Faculty also maintains unofficial hardcopy and/or electronic faculty personnel files of contracts/reappointment letters and pay authorization statements.

This file may not include:

- Any medical information. This information is kept in the Human Resources files.
- Any anonymous or unsigned letters such as anonymous student complaints.
- Any documents that refer to the employment status of persons other than the faculty member.
- Background checks

Access to the personnel file in the Dean of Faculty's office is limited to those individuals who need access for the purposes for which the file is maintained. This includes the President, CAO, Dean of Faculty, Human Resources, and Department Chair, and may include administrative support staff, as authorized by the Dean of Faculty. (Access to appointment and reappointment portfolios is discussed later in this section.)

2.11.3 FACULTY MEMBERS'S ACCESS TO PERSONNEL FILES IN HR AND DEAN OF FACULTY OFFICES

The faculty member may request, in writing, permission to review the contents of her or his personnel file. This request must be made at least one business day prior to reviewing the file. The file may be examined in the Dean of Faculty or HR office in the presence of a staff member, but it may not be removed. If the faculty member requests copies of any non-confidential documents in the file, they will be made for him or her. The faculty member may request a discussion with the Dean of Faculty or HR Director of the accuracy of any documents in the file. If the Dean of Faculty or HR Director and faculty member agree that any document is inaccurate, largely or in whole, that document will be removed or corrected. If the Dean of Faculty or HR Director and the faculty member do not agree, the faculty member may include in the record a statement reflecting the faculty member's position. This statement must be submitted to the Dean of Faculty or HR Director no later than five working days after the meeting with the Dean of Faculty or HR Director. The Dean of Faculty or HR Director will insert into the file a signed and dated summary of the discussion and its outcome and notify the person who submitted the disputed document, provided such person is still in a position that relates to the matter in question.

2.11.4 TEACHING EVALUATION FILES

The CAO's office receives all completed student evaluation forms for each instructor. No signature is required on these forms, and thus the students expect anonymity. Completed forms are sent to the Department Chairs within two weeks after final grades are submitted. Department Chairs review the course evaluations and distribute them to the appropriate faculty members in their department. Each faculty member is responsible for tallying and analyzing her/his responses for each class and discussing them with her/his Department Chair. The faculty member keeps the evaluation forms, summaries, and analyses for at least five years after which they may be destroyed. Faculty members on the tenure track, will keep all evaluations prior to the decision to award tenure or not. Faculty members who are eligible for consideration for promotion may wish to keep more than five years of data.

Each faculty member must allow full access to her/his Teaching Evaluation files to the President, Human Resources, Dean of Faculty, CAO, Department Chair. Access to the Department Chair's teaching evaluation file for the purpose of evaluation of a faculty member for the purposes of appointment, reappointment, promotion or tenure is described in a following paragraph. Access to this file is otherwise limited to the President, Dean of Faculty, CAO, Human Resources, Department

Chairs, and the faculty member. The faculty member may give written permission to others to view his or her teaching evaluation file. Each person who accesses the file must maintain confidentiality.

2.11.5 APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE PORTFOLIOS

Portfolios, initiated by the candidate and added to at each step of review, are assembled for each candidate for appointment, reappointment, and/or tenure. Detailed discussions of the contents of each portfolio are included in [Policies 2.1](#) (Initial Appointment), 2.5 (Faculty Evaluations), 2.6 (Promotion), and 2.7 (Tenure). The portfolio assembled by the faculty member is submitted to the Department Chair who reviews the contents and adds her/his letter of recommendation. The Department Chair then submits the portfolio to the chair of the Tenure and Promotion Committee for its recommendation. The committee chair retains the portfolio in a secure place in his/her office and makes it available to all committee members. The committee recommendation is added to the portfolio, which is then forwarded by the committee chair to the Dean of Faculty for his/her recommendation to the President. Each individual involved in the review process must respect all materials in the portfolio as confidential. The portfolio will be used exclusively to make the relevant decision.

If the action requires approval by the Board of Trustees, the Dean of Faculty will construct a short version of the portfolio with the candidate's application or statements, CV, and recommendations from each level of review. All members of the Board of Trustees will treat all the material as confidential and will use it exclusively to make the relevant decision. Should any board member wish, she or he may view any complete portfolio in the Dean of Faculty's office.

The Dean of Faculty retains each portfolio as an active file until his/her decision is final, or the President makes the final decision, or the Board of Trustees acts on the application. Following final action the portfolio is returned to the faculty member, and the Dean of Faculty retains copies of the letters of recommendation from the Department Chair, the Tenure and Promotion Committee, the Dean of Faculty, and the President. Only the President, Dean of Faculty, Human Resources and Department Chair and their authorized support staff have access to the files during this time. After six years all materials may be destroyed.

2.11.6 DEPARTMENT CHAIR'S RECORDS

Although the Department Chairs will generally not keep the records discussed above, they may keep records of non-confidential material. These records may include demographic and biographical data on faculty members, current CVs, records of faculty activities and achievements, documents of expectations, and professional development plans.

The Department Chair is responsible for reviewing the evaluations with each faculty member in her or his department, identifying areas of strength and weakness, and making recommendations for improvement when necessary. The Department Chair keeps a file that documents the summary results of teaching evaluations, discussions with a faculty member, and outcomes of the discussions. These data are retained for a minimum of five years. For tenure track faculty members they will be retained until the decision is made of whether or not to award tenure. For faculty members who will be eligible for promotion, the data are kept for the period between promotions. Department Chairs also should retain the application materials from all candidates interviewed but not appointed to a position for two years after the position is filled, after which they will be destroyed.

2.11.7 FACULTY COUNCIL RECORDS

All core faculty members will have the opportunity to sign the Promise of Support for the Mission of Bryn Athyn College (Appendix 2.11.1). The secretary of the Faculty Council will maintain a file of completed forms and other membership-related documents.

2.12 PROCEDURE FOR AMENDING THIS FACULTY HANDBOOK

2.12.1 REVIEW, APPROVAL, AND IMPLEMENTATION OF CHANGES TO THE FACULTY HANDBOOK

Proposals to amend sections of this Faculty Handbook may be submitted by any duly constituted faculty or institutional committee, an individual faculty member or College administrator, the College President, or the Board of Trustees.

Amendments proposed by any duly constituted faculty or institutional committee, an individual faculty member or College administrator, or the College President shall be submitted to and reviewed by the Faculty Handbook Committee (HR Director, CAO, Dean of Faculty, and Faculty Council Chair, or the designees of any of these officers), administration (President, CAO, and Dean of Faculty), Faculty Matters Committee, and the Faculty Council (see Section 2.12.3 below). Upon approval by a majority vote of a quorum of the Faculty Council, the amendment(s) shall be presented to the President for transmission to the Board of Trustees. The President will notify the Board of Trustees of all proposed changes to the Faculty Handbook prior to implementation of that change.

In most cases, substantive changes to Section 2.0 (introduction), 2.2 (contracts), 2.4.7.2 (intellectual property) 2.7 (tenure), 2.9.6 (termination), and 2.12 (revising the handbook) require action by the Board of Trustees, while changes to other sections of the handbook do not, in most cases, require action by the Board of Trustees.

Amendments proposed by the Board of Trustees shall be submitted (see Section 2.12.3 below) by the College President to the Faculty Handbook Committee for its consideration and recommendation(s) to the faculty through Faculty Council. The President shall inform the Faculty Council of a reasonable time period, as specified by the Board, within which the faculty, through Faculty Council, has the opportunity to respond to the initiated amendment(s) before the Board takes final action on its proposal.

Amendments become effective upon approval of the President and the Faculty Council, unless otherwise specified.

2.12.2 FACULTY HANDBOOK APPENDICES

The Faculty Handbook includes several appendices that are referenced in the handbook sections. Changes in the appendix material do not require review by the process described in [Section 2.12.1](#). Changes to the appendices are subject to review by whatever group or groups are responsible for the material in the appendix and are approved by those groups with direct oversight of that area or function. For example, the Tenure and Promotion Committee may make changes to the promotion rubric, subject to approval by the Faculty Matters Committee, the Dean of Faculty, and the President.

Faculty members will be informed of changes in appendices during the review and approval process, and also through updates to the Faculty Handbook, as described in [Section 2.12.4](#).

2.12.3 SUBMISSION OF MATERIALS TO REVISE THE FACULTY HANDBOOK

Proposed revisions to a Faculty Handbook section, along with supporting documentation, shall be submitted to the HR Director, CAO, and Dean of Faculty, who will shepherd the proposal through the review and approval process. The material to be submitted shall include:

- identification of specific Handbook sections(s) to be amended;
- specific language being proposed for addition, modification, and/or deletion;
- a statement of the rationale in support of the proposed amendment.

To be included in the next official update of the Faculty Handbook, proposed revisions to handbook sections should be submitted to the chair of the Faculty Handbook committee by November 1.

2.12.4 OFFICIAL COPY OF *THE FACULTY HANDBOOK* AND ANNUAL UPDATES

The office of the Dean of Faculty shall maintain an official copy of the *Faculty Handbook*.

The official copy of the Faculty Handbook will be updated by April 15 each year. By February 15 the Dean of Faculty or designee will inform the Secretary of the Board of Trustees and the Faculty Council Secretary of any changes to the Faculty Handbook sections or appendices. By March 31 the Faculty Council Secretary will confirm that these changes are accurate or, if they exist, identify inconsistencies between the updated material and what was passed by Faculty Council. By March 31 the Secretary of the Board of Trustees will notify the Dean of Faculty of any inconsistencies with policies approved by the Board of Trustees. Any inconsistencies should be resolved by April 15.

Upon confirmation of the accuracy of the Faculty Handbook update, the Dean of Faculty's office will publish the official copy of the Faculty Handbook by April 15 of each year.

Appendix 2.1.1: Faculty Orientation Program

Bryn Athyn College
Faculty Orientation Program
PROTOCOL

updated 3/15/19

A. Purpose

Bryn Athyn College's orientation program is designed to introduce new faculty members to the operation of the College, to provide a philosophic introduction to teaching, scholarship, and service in a New Church higher educational context (Orientation Part 1). The program also provides faculty members with the opportunity of undertaking a study that demonstrates thought from New Church theology in application to a particular discipline (Orientation Part 2).

All members of the core faculty are required to complete Orientation Part 1 within the first year. In order to gain eligibility to apply to the college research committee for grants or be considered for promotion to the associate professor rank or tenure, faculty members must complete also Orientation Part 2.

B. Process

Orientation Part 1: During the first year of employment, all new members of the core faculty appointed by the President will complete all of the meetings described below. All new core faculty appointed by the Dean of Faculty will complete all of the meetings except that the meeting with the president may not be required.

- a. Meeting with the Director of Faculty Development. Early in or before the first term the director will meet with new faculty members to provide general mentorship and introduce the faculty orientation program. The Director of Faculty Development will also lead discussions of a series of readings related to New Church approaches to higher education.

- b. Meeting with the President. In addition to welcoming new faculty, this meeting typically includes an introduction to the College's mission, heritage, and the president's priorities for the institution.
- c. Meetings with the Dean of Faculty. One meeting involves an introduction to administrative procedures of the College, expectations of employment, and a faculty member's contributions to the life of the institution, including committee and other service assignments. The Dean of Faculty will also lead a general orientation session before classes commence.
- d. Meeting with the Registrar to receive instructions on using the Student Information System.
- e. Meeting with the Registrar or executive assistant to receive the current employee list and phone list.
- f. Meeting with the faculty member's department chair to receive information specific to the academic area such as the area's assessment program and calculating assessment scores.
- g. Meeting with the chair of the Faculty Council. The faculty council chair orients new faculty members to the operations of the council and member responsibilities.
- h. Meeting with the chair of Tenure and Promotions. The chair of Tenure and Promotions provides an overview of the process and expectations for promotion to associate rank and, if applicable, for tenure.
- i. Two or three meetings with the Chaplain. The chaplain provides background reading material and leads group discussions on the knowledge, skills, and disposition that enable faculty to succeed in a New Church context.
- j. Meeting with the Instructional Technologist to learn about the technology available on campus to support teaching.
- k. After completing the meetings above, the faculty members will inform the Director of Faculty Development that they have completed this portion of the

faculty orientation program and let the director know if there are any outstanding items. Also, the people running the meetings will update the director once the meetings have occurred.

Orientation Part 2 (Faculty Development Study): All core faculty members participating in the orientation program are encouraged to complete a development study that relates a secular discipline to New Church thought. The expectation is that this study will be typically 20-25 pages in length and will be completed during the summer following the first or second year of employment (see page 4 for specific criteria). Below are the specific steps in the application process:

- a. Upon request, the Dean of Faculty will meet with the faculty member to discuss possible study topics.
- b. A completed development study application should be submitted to the Dean of Faculty. (The application form is on page 5 below).
- c. The Dean of Faculty and the applicable Department Chair will review the application.
- d. The Dean of Faculty will send a letter to the faculty member notifying her/him as to whether the proposed development study is approved.
- e. Development studies should be submitted electronically to the Dean of Faculty.
- f. The Dean of Faculty and the applicable Department Chair will review each study and forward to the President those that are deemed acceptable.
- g. Assuming acceptance by the President, the President will send a letter of acceptance to the faculty member, copied to the dean and department chair. In addition, the dean will arrange for the faculty member to receive a stipend of \$1,250 from the institution in recognition of her/his effort.
- h. The faculty member is responsible for submitting copies of the study to the dean and department chair. Once the study is approved the faculty member should provide a hardcopy to the Director of the Swedenborg Library for inclusion in the collection.

Faculty Development Study

Purpose

All core faculty members are encouraged to complete a development study that relates their discipline to New Church thought. Typically, this study will be between 20 to 25 pages in length and will be completed during the summer following the first or second year of employment. While faculty members may postpone the completion of this project, successful completion of a development study is required for a faculty member to receive funding for future research through the college research.

Criteria

The purpose of the development study is to give evidence of a faculty member's ability to integrate or engage New Church theology in a research topic based on the faculty member's field of expertise. The development study should also demonstrate a faculty member's potential to conduct further research or scholarship that engages New Church thought. Faculty members with a terminal degree in New Church theology are expected to contribute new thought or applications, based on the Heavenly Doctrines.

While faculty members approach the development study from a variety of perspectives and utilize different methodologies in conducting their research, there are general criteria that should be kept in mind when writing the study:

1. **Relevance**—the study contributes to an understanding of a particular subject area from a New Church perspective and is closely related to the faculty member's field of study.
2. **Relationship to previous knowledge**—the study identifies and discusses previous research or scholarship relating to the thesis.
3. **Methodology**—the methodological strategy employed in the study is appropriate to the subject area.
4. **Results and discussion**—the conclusions presented are well structured, logical, and justified in relation to the frame of reference of the study.
5. **Structure**—the main theme, logical structure, and critical reflection are clearly apparent throughout the study.

Process (see previous page)

Faculty Development Study Application Form

Name:

Tentative Title of the Study:

Thesis statement/Purpose of the Study:

Methodology to be used:

How will this study contribute to New Church thought?

Timeframe for completion:

Please submit this form to the Dean of Faculty

Appendix 2.1.2.1: Visiting Scholar Parameters

Bryn Athyn College Visiting Scholar Parameters

Purpose:

This status allows Bryn Athyn College to affiliate with individuals in order to advance or collaborate on a research project, thereby enriching the intellectual life of the campus and increasing the use of Bryn Athyn College's research resources.

This position differs from a visiting faculty position in that it does not entail the requirements of a faculty appointment (e.g. teaching and service), and it is not compensated by Bryn Athyn College.

Criteria:

- * The individual must have a graduate degree in his or her field.
- * The individual must be hosted and approved by a particular department, program, or other academic unit.
- * Appointments can be made for up to one year and are renewable.

Privileges:

- * Bryn Athyn College ID card, email address, and parking sticker
- * Access to Bryn Athyn College library resources
- * Participation in faculty meal plan
- * Work space (private office may not be available)
- * College liability coverage

Duties:

- * Deliver a colloquium or other presentation, as appropriate, about research
- * Complete any mandatory training
- * Stay in connection with host department, program, or academic unit
- * Acknowledge institutional affiliation for work published as a result of being a visiting scholar at Bryn Athyn College

Application process:

- * Applicants should submit a CV and a description of a proposed research project (including proposed length of appointment) to the appropriate head of a department, program, or other academic unit.
- * If the department, program, or academic unit approves the request, the application should be sent to the Dean of Faculty for final approval in consultation with the Dean of Academics.
- * Clearances must be completed before the start of work.

Appendix 2.4.1: Guidelines for Writing Course Syllabi

BRYN ATHYN COLLEGE

Guidelines for Writing Course Syllabi

February 20, 2004

Revised: 2/4/09; 7/15/10; 9/24/13; 8/19/14; 11/14/14; 3/14/16 (AJB); 9/28/20 (CAP)

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Standard Items for the Course Syllabus

Basic Course Information:

- Institution name
- Course title & number
- Term and year offered
- Instructor's name, office location (building and room number), office phone number, and e-mail address. Perhaps include home phone number along with parameters of when people can call.
- Course credit hours, credit hour modality (see table of modalities on p7), and expectation for instructional and additional time commitment per credit or per course. (See pp 9-10 for example syllabi statements.)
- location(s) and meeting times
- If applicable, list the URL for the course web page.
- Instructor's availability. Instructors can be available to help students through regularly scheduled office hours, an open door policy, by appointment, or a combination of these. If availability is by office hours only, these should occur at least three times a week, overlapping a variety of block times. If availability is by appointment, be sure to state which method(s) students may use to contact the instructor (phone, text, email, etc). Instructors should strive to respond to student requests for appointments within 24 hours (excluding weekends). *Example statement for the syllabus:* "Office Hours: By appointment. I strive to respond to an email or voicemail request within 24 hours (excluding weekends)."

Course Description: This description is related to but not identical to the description found in the college catalog. Stephen Cole humorously differentiates between the catalog and syllabus course descriptions this way:

Catalog: Intended short and concise. Sentence fragments. Objective, not intended to sell the course, or to reflect the instructor's personality. Anything beyond edited out. Lists major content topics and goals. May include mention of principle text.

Syllabus: Here is your chance to shine! We'd love to hear what the course covers. And sure, we would be happy if this gives us clues about what you, yourself, are like, and your enthusiasm for the subject matter. By all means, try to kindle excitement in your readers and persuade them that this is a great course for them to take. Paint a general picture of content of the course, and don't forget to include what little *was* left in the catalog description after the ruthless editor was finished with your copy. You certainly wouldn't want to do anything to *contradict* the characterization of the course in the catalog (and if you do, make sure you update the catalog description). Leave goals, aims, and the like for another section of the syllabus.

Course Goals

A paragraph or numbered/bulleted list stating the broad human development and subject oriented goals of the course. Course goals are statements of purpose in the broadest sense, and may include items difficult or impossible to assess. Specifying these goals on the syllabus lets people see the sense of purpose or direction you bring to the course. In addition to field-specific goals, syllabi should indicate, where appropriate, how the course is supporting goals of the Core Program.

The syllabus should give the reader a clear sense of your purpose. We can obtain a subjective measure of how well a course realized these goals by soliciting student feedback regarding them on the course evaluation.

Learning Outcomes and Learning Assessment

Whereas the general goals identify what the course seeks to accomplish in a broad way, the specific learning outcomes focus on the assessable means used to attain those goals. Assessable means include such things as examination questions, essays, projects, presentations, or artwork.

Learning outcomes described in course syllabi define what we can expect students, in general, to be able to do once they have successfully completed the course. These course specific learning outcomes can then be drawn upon for department-, program-, and institution-level assessment. Course-level learning outcomes should link to departmental learning outcomes where appropriate. For example, courses that are identified in the departmental assessment plan as supporting a particular departmental learning outcome must have at least one learning outcome on the syllabus that aligns with the relevant departmental learning outcome. Also, where appropriate, be sure to indicate learning outcomes that support the goals of the College's Core Program.

In order for our course-level outcomes to be useful in assessment they must be tied to assessment of student *performance*. The statements of learning outcomes in the course syllabus must connect the outcomes to the assessment methods used. Course instructors should track and record class

performance in these outcomes. If called upon, instructors should be able to report how their class performed, as a whole, on any particular outcome stated in the syllabus. Instructors should keep records of student performance in each learning outcome. These records should be preserved for at least five years.

Course goals, learning outcomes, and course work descend from generals to specifics, and from “why” to “how.” The goals and outcomes link the overall purposes of the course and the collegiate program to students’ experience in the course. The value of articulating the interdependence of goals, outcomes, and course work is that teachers can examine, measure, and refine both the content of their courses as well as their instructional practices. This in turn can lead to more assessable, focused, and effective learning.

Course Materials:

- Text(s): Give full bibliographic information. Indicate if the text is required or recommended, and where students can buy or borrow it.
- Supplemental readings: This may include photocopies distributed in class, documents by e-mail or web, documents on reserve in the library, and so forth.
- Other materials: May include such things as calculators, special fees, software packages, and computer network account.

Course Policies:

- Attendance & lateness: Is attendance required? What are the effects of cuts and/or lateness on the course grade? (See example policy statements on the next page.)
- Class participation: Make explicit your expectations and the effect on course grade.
- Missed or late assignments: Describe the effect on course or assignment grade, and the make up policy, if there is one.
- Disruptive behavior: State what disruptive behavior is and what the consequences are. (See example policy statement below.)
- Safety (if necessary): This is useful in courses that include laboratory work, travel, or intense physical activity. Identifying safety practices on the syllabus is in line with the idea that the syllabus is the most comprehensive document describing the course and its requirements. In many cases instructors may choose to itemize more detailed safety information on another document.
- Academic misconduct: The syllabus should state the college policy and refer to the longer description in the catalog and handbook. Instructors who enforce a *stronger* policy in their courses than the college’s minimum institutional response should clearly state what actions the instructor will take in response to incidents of academic dishonesty.

Example Policy Statements for use in Course Syllabi

To assist faculty in constructing policy statements the Curriculum and Academic Policy Committee (CAP) has constructed three example statements for policies on disruptive behavior, attendance, and participation.

Disruptive Behavior

Sample statement: “Membership in the academic community depends on all members maintaining a positive learning environment in which the behavior of any individual does not disrupt teaching or learning. Disruptive behavior negatively affects the educational experience of others in the class and it is not permitted. Disruptive behavior includes, but is not limited to, arriving late or leaving early, inappropriate use of electronic devices, talking out of turn, insulting others, refusing to follow the instructor's directions, and sleeping or other overt inattentive behavior. Students who engage in disruptive behavior will be given a warning and then will be dismissed from class if the disruptive behavior continues.”

Attendance and Participation

In October 2015 CAP considered a proposal for tightening the college's policy on class attendance⁴ because some faculty members felt that students were confused by the variety of policies from course to course. After careful consideration, CAP concluded that the value of instructors having discretion over these policies outweighed the value of a standard policy. However, the committee also felt that providing sample statements would help reduce the variety since many instructors would craft their policies around these sample statements.

CAP recommends that instructors who factor attendance or participation in the course grade use one or the other method and not both: attendance and participation are related to each other and docking a student for both amounts to double jeopardy. With this in mind, CAP developed two sample attendance policy statements, one based on attendance and one based on participation.

*Sample **Attendance-Based** Attendance Policy Statement:* “You are allowed three absences [or the number equivalent to 10% of the class meetings] per term, for any reason with no direct grade penalty. Three “lates” equals one absence. All absences beyond three [or the number equivalent to 10% of classes] will result in the lowering of your final grade by three points (A becomes A-, A- becomes B+, etc.) Note: If you come in after attendance is taken, please see me after class so I can convert your “absence” into a “late.” Otherwise, you will not receive credit for being present on that day. Students who arrive more than 15 minutes late, or leave more than 15 minutes early are marked absent for one half of a class.”

⁴ **Bryn Athyn College's attendance policy:** “In general, instructors set their own policies for student attendance in courses. However, fall term 100-level courses require that students not miss more than 10% of classes without incurring a penalty in the course. All students registered or waitlisted for a course are expected to attend the first class since over-enrolled courses will drop registered students in favor of waitlisted students who attend the first class. Deans do not give permission for students to miss classes, though at times deans may inform instructors of unusual circumstances leading to absences.” (*Student Handbook*, 32)

*Sample **Participation-Based Attendance Policy Statement:** “Regular class attendance is expected though there is no mandatory attendance policy. Attendance, however, is closely linked to your class participation grade: students cannot be participating if they are not present. Graded returns for this course, moreover, rely heavily on class lectures and discussions and too many absences will doubtlessly reflect poorly elsewhere in the final grade as you may miss assignments or be insufficiently prepared for tests. In the case of absence for regular class meetings, you are on your own as concerns material covered in class. You are expected to come to class on time, prepared to begin class promptly. Repeated lateness to class will negatively impact your class participation grade.”*

Note: If an instructor uses the participation-based attendance policy then the instructor should include also a statement about the participation grade—the weight of the grade in the course grade and what the participation grade is based on.

Academic Support Services: Provide information here for students seeking academic support, and possibly cite the *Student Handbook*. Briefly describe the type of support offered (academic support center, and instructor’s office hours) and how to initiate help (name and number of support coordinator). Putting this information on the syllabus reduces the number of hurdles students need to overcome to get academic help. You might also outline how students can provide help to others. Please refer students seeking accommodations to the Office of Disability Resources (ODR). Please include the heading and statement below on your syllabi (in or just after the section on academic support services):

Academic Accommodations through the Office of Disability Resources (ODR)

Bryn Athyn College is committed to making reasonable academic accommodations for students with physical, psychological, or learning disabilities. Students requesting accommodations must first register with the ODR to verify their eligibility by emailing OfficeofDisabilityResources@brynathyn.edu. The ODR will provide eligible students with accommodation verification letters and instructions for implementation. For more information, see

<https://brynathyn.edu/student-life/office-of-disability-resources/>

<http://www.brynathyn.edu/student-life/disability-resources/office>

Course Grading: Three types of information should be given here.

- A breakdown of the weight of each type of assignment in the course grade. (Students need to know this to help them budget their time and effort.) See the note below limiting the weight of course grade based on non-qualitative assessment.
- Whether grading is on a criteria basis or obtained through a “curve.” (This gives students a strong indication of how much they should help each other.) Note: grading on a distribution for classes with fewer than 30 students is not feasible. For this and other reasons, all or nearly all BAC grading is criteria based.
- A relationship between the scoring method you use and the grading system used on the transcript. This is not necessary if letter or percentage grades are given, provided that they line

up with the standard American grade point scale—e.g. 85% is equal to a “B” and 3.0 grade points, and 95% is equal to an “A” and 4.0 grade points.

A standard correlation of percentage grades to letter grades is:

A+	97.5-100	B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9
A	92.5-97.4	B	82.5-87.4	C	72.5-77.4	D	62.5-67.4
A-	90.0-92.4	B-	80.0-82.4	C-	70.0-72.4	D-	60.0-62.4

Notes:

- By policy approved by the Curriculum and Academic Policy Committee in April 2014, up to 20% of the course grade may be based on criteria other than the quality of student performance. These criteria based on non-qualitative assessments may include such things as attendance and/or completion of elements of an assignment.
- A letter grade of “F” is equivalent to a grade point score of 0, which is equivalent to a percent score of 55%. A large mathematical difference exists between a percent score of 0% and 55%. Instructors should be clear about how they “count” assignment grades of “F” in the course grade.

Major Assignments/Returns: A description of each major item used for student assessment (perhaps 10% or more of the course grade) such as tests, papers, oral reports, art work, homework, or physical skill. Instructors may decide to embed this information in the course calendar and/or the learning objectives, eliminating this heading.

Course Calendar/Schedule: A breakdown of weekly or daily topics, including dates of tests and when major assignments are due. Include drop dates and registration weeks. Indicate the degree of flexibility of the schedule. Some instructors integrate assignment information into the calendar, increasing its usefulness.

Optional/Variable Items:

- Class format: Perhaps describe how the class operates. Is it mostly lecture? seminar? cooperative learning? How many pages of text will be assigned?
- Appropriate clothing: In some cases it may be useful to state the types of clothing and personal articles appropriate for the class. If you wish, you could state an expectation that students wear, for example, clean, un-tattered clothing in your classroom.
- Homework schedule: A listing of homework assignments and due dates
- Disclaimer: Although the syllabus is a kind of contract, this does not preclude the occasional need to modify or further define syllabus contents or course policies. The instructor reserves certain rights (define these). Perhaps state those items that change only with majority student support (e.g. grading breakdown or scheduled tests).

Credit Hours

(Excerpted from the BAC Credit Hour Definition and Assignment Policy)

Bryn Athyn credits are awarded on a trimester basis but carry semester credit. For the average student, one credit represents a total of at least 37.5 (clock) hours of work in class activities and outside preparation. The distribution of time between class activities and outside preparation varies depending on the instructional modality. The table below gives the expectations for instructional and additional time required per credit in each modality.

Credit-Hour Assignment and Time Expectation by Instructional Modality

Modality	Hours Per Credit (minimum)					
	Scheduled instructional time		Additional time		Total time	
	50 min hrs	60 min hrs	50 min hrs	60 min hrs	50 min hrs	60 min hrs
A. Lecture: <u>Undergraduate</u>						
Fully synchronous	15	12.5	30	25	45	37.5
2/3 Synchronous	9.6	8	35.4	29.5	45	37.5
1/2 Synchronous	7.2	6	37.8	31.5	45	37.5
<u>Graduate</u>	12	10	33	27.5	45	37.5
B. Laboratory	30	25	30	25	60	50
C. Studio Art	22	18.33	23	19.2	45	37.5
D. Activity	28	23.33	17	14.2	45	37.5
E. Directed Study	4.67	3.9	40.33	33.6	45	37.5
F. Internship	60	50	6	5	66	55
G. On-Site Experience	45	37.5	0	0	45	37.5

Scheduled and Additional Time

Scheduled instructional time includes:

- Faculty-directed lecture or discussion, laboratory or studio work, physical education, tests or examinations, and synchronous on-line instruction
- For internship and on-site experience, time on assignment in the field in a supervised or independent practice

Additional time includes:

- Self-directed study, research, homework, preparation for class, reading or writing materials, or other asynchronous activities for class
- Journaling, physical activity, or studio work in partial fulfillment of course expectations

Description of Instructional Modalities

See the table on the previous page for definition of direct instructional and additional time requirements for each instructional modality.

- A. **Lecture:** organized primarily around classroom or on-line direct, synchronous faculty instruction, and may include any form of direct instruction—discussion, presentation, workshop, recitation, as well as lecture. Courses such as Math 101, English 105, History 117, Writing 101, and Theology 642 use this modality.
- B. **Laboratory:** organized primarily around laboratory experience in which students working under the direction of an instructor investigate natural phenomena and record and interpret results. The laboratory portion of science courses such as Bio 110, Chem 110, and Physics 210 use this modality.
- C. **Studio Art:** organized primarily around studio experience in which students working under the direction of an instructor engage in artistic work. Courses such as FA 120, 130, and 140 use this modality.
- D. **Activity:** organized primarily around a physical activity in which students working under the direction of an instructor engage in physical exercise, skill development, dance, or song. Courses such as Dance 150, PE 133, and Music 100 use this modality.
- E. **Directed Study:** organized primarily around one or more research or writing projects in which students work mostly independently but with regular guidance by an instructor. Independent studies and courses such as Biology 495, ID 495, and English 491 use this modality.
- F. **Internship:** organized primarily around an assignment in a work-place situation in which students working under the direction of a supervisor learn hands-on professional skills. Courses such as EE 198, History 298, and Social Science 298 use this modality.
- G. **On-Site Experience:** organized primarily around an experience in the field, students working under the direction of a supervisor or instructor observe and/or participate in an activity or work experience. Courses such as Field Experience I, Leadership 100, EE 197, and the laboratory portion of Psychology 341 use this modality.

Assigning Instructional Modality

Course credit modality (or modalities) is determined by the course instructor and approved by the department chair.

Some courses combine multiple types of credit; for example, a science course may combine three credits of lecture with one credit of laboratory in a four-credit course.

Defining Course Credit Hour Assignment on Course Syllabi

Course syllabi identify credit hours assigned, credit hour modality (or modalities), and expectation for instructional and additional time commitment per credit hour or for the course as a whole.

When a course varies from one of the modalities defined above, then the syllabus defines how the course meets the basic expectation of 45 hours (37.5 clock hours) of coursework per credit.

Example Syllabi Credit Hour Statements:

- **Undergraduate Lecture Modality** “Credit Hours: This is a three-credit-hour course, involving 37.5 hours of class and exam time and about 75 hours of time outside of class. This is a total of 3.5 hours in class plus about 7 hours of work outside of class each week in the ten week term, plus about 7.5 hours of work in exam week. In general, plan on two hours of work outside of class for each hour in class.”
- **Graduate Lecture Modality** “Credit Hours: This is a three-credit-hour course, involving 30 hours of class and exam time and about 82.5 hours of time outside of class. This is a total of 3 hours in class plus about 8.25 hours of work outside of class each week in the ten week term. In general, plan on 2.75 hours of work outside of class for each hour in class.”
- **Laboratory modality** “Credit Hours: This is a one-credit-hour laboratory course involving a total of 25 hours of laboratory time and 25 hours of work outside the laboratory for a total of 50 hours over the term. This is a total of about 5 hours of work each week over the ten week term.
- **Combination of modalities—lecture and laboratory** “Credit Hours: This is a four-credit-hour course: three credit hours of lecture and one credit hour of lab. For the course as a whole: the three credits of lecture involve 37.5 hours of class and exam time and about 75 hours of time outside of class; and the one credit of laboratory work involves a total of 25 hours scheduled in the laboratory and about 25 hours out of the laboratory over the term. Overall, this is a total of about 16 hours of work each week, with about 6 hours scheduled in the classroom and laboratory and 9.5 hours of work beyond the scheduled time, plus about 7.5 hours of work in exam week.”

- **Studio Art modality** “Credit Hours: This is a three-credit-hour studio art course, involving 55 clock hours of instructional time in the studio plus about 58 hours of work in and out of the studio for a total of 112.5 hours for the entire course, or about 11 hours per week over the ten week term, plus about 2.5 hours of work in exam week. In general, plan on spending about one hour outside of class for every hour in class.”
- **Activity modality** “Credit Hours: This is a 1.5-credit-hour physical activity course, involving 35 hours of class time and about 21.3 hours of time outside of class for a total of 56.3 hours of time in and out of class. This is a total of 3.5 hours in class plus about 2 hours outside of class each week over the ten week term. In general, plan on about one hour of work outside of class for every two hours in class.”
- **Directed Study modality** “Credit Hours: This is a three-credit-hour directed study course, involving 12 hours of class and exam time and about 101 hours of time outside of class for a total of 113 hours in and out of class. This is a total of about 11 hours each week over the ten week term. In general, plan on spending about 8.5 hours of time outside of class for every hour in class.”
- **Internship modality** “Credit Hours: This is a three-credit-hour internship course, involving 150 hours of work in the internship placement, plus a total of about 15 hours outside of the internship placement for a total of 165 hrs. In general, plan on spending about 1 hour of time outside of scheduled internship time for every 10 hours in the placement.”
- **On-Site Experience modality** “Credit Hours: This is a three-credit-hour field experience course, involving 112.5 hours of scheduled work in the field placement or about 11.25 hours of work each week.”

Syllabi Checklist and Tips

Overall:

- Look over your syllabus to see if it communicates your course's What (description), Why (goals), How (objectives and assessments), and When (calendar) to your satisfaction.
- Avoid repetition of content or phrases.
- Integrate and/or order information to minimize having to flip back and forth from page to page.
- You can reduce the clutter on a syllabus by providing a summary of some topic on the syllabus that refers to another document. For example, the chemistry syllabi make a brief statement about laboratory safety and reference a more extensive document.
- Breaking syllabi into various headings and including quotations, tables, or figures, and being careful not to put too much copy on a single page, makes the syllabi less intimidating even as they carry a lot of information.
- Be a salesperson for your course. Show why your course is wonderful.

Basic Course Information:

- Provide this information in a way that assumes little prior knowledge of the campus.
- Does the institution's name appear on the syllabus? Off campus users of the syllabus will want to see this, and our syllabi ought to promote the school as well as a particular course.
- Do the term, year, credit hours, credit hour modality and time expectations appear?
- Does the syllabus make clear who you are and how to contact you?
- Are credit-hours listed? Can a transfer counselor find this information easily?

Course Description:

Make sure the catalog description and syllabus description of the course recognizably belong to the same curriculum.

General Goals:

- Will students understand what these goals mean or how to use them?
- Are you considering various types of goals, including Core Program Goals?
- For courses taught for the first time, a simplified set of goals may be more appropriate. Perhaps use a paragraph format instead of bulleted list.

Specific Learning Outcomes:

- Outcomes are assessable and should relate in some clear way to the course grade. (Graded items in the course should be linked to learning outcomes and learning outcomes should be linked to graded items.)
- Ensure that the applicable departmental learning outcomes are supported by your course's learning outcomes. Where appropriate, state the connection between a course outcome and program or Core goals.

- Avoid repetitive phrases. Statements beginning with a stock phrase such as “Students will be able to . . .” can be minimized by introducing the list with this statement rather than writing it out each time.
- Use a natural voice in your outcomes. Stilted language and jargon make these statements uninteresting. Effectively written outcomes should spark curiosity and interest in the reader.
- Be cautious about stating too much in the outcomes, especially in first time courses.

Course Materials:

Give all the information needed to purchase course texts off campus, if a student finds that necessary. The ISBN should be included.

Course Policies:

If you intend to enforce something in the course then state it here. Cite the *Student Handbook* and *Programs Bulletin* whenever helpful. You do not need to state things that the College enforces institution wide, such as add and drop weeks. Be explicit about your attendance/participation and disruptive behavior policies.

Note: 100-level fall-term courses must include an attendance or participation policy that includes a course-grade consequence for students who miss more than 10% of the classes.

Support Services:

Does your syllabus assist students in finding academic support in its various forms? Does it indicate how students might help each other? Does it include a statement regarding applying for accommodations through the Office of Disability Resources?

Grading:

When a student complains to you about a grade can you point to this section for help explaining why the grade is what it is, and what this grade means? Do the graded elements and the learning outcomes align? If the course grade includes elements that are not assessed for quality, is the weight of these elements collectively 20% or less of the course grade? (By BAC policy, at least 80% of the course grade must be based on qualitative assessment of student performance.)

Calendar:

Does the calendar give the students the information they need to come to class prepared and schedule the time needed to work on long-term assignments? A well-constructed calendar facilitates this and leaves no room for excuses about being unprepared. You can make the calendar a “one stop shop” that allows students to stay up to date with what you want them to do.

Appendix 2.4.2: Intellectual Property

Bryn Athyn College Intellectual Property Policy and Procedures

A. Purpose

Faculty, staff and students of Bryn Athyn College (the “College”) are regularly or periodically involved in scholarly activities that stem from the core teaching, learning, research, and service missions of the College. The products of this scholarship often have broader applications to and benefits for the individuals involved, to the College, and to society. By establishing this policy on Intellectual Property, the College seeks to support the activities of the faculty, staff, students and volunteers in identifying, protecting, and administering Intellectual Property matters and defining the rights and responsibilities of all involved.

The purpose of this document is to provide a policy framework under which the College will manage the Intellectual Property of the College community. This policy statement does not and cannot provide all the necessary specific details that are required to administer issues of Intellectual Property for the entire College and, therefore, it is anticipated that this policy may be modified periodically and/or tailored to fit the facts and circumstances of a particular case.

This policy shall apply to all persons in the employ of the College in any capacity and to all students enrolled in the College. Furthermore, this policy applies to all Intellectual Property created by the College faculty, staff and students.

B. Ownership of Intellectual Property

In general, all patentable and copyrightable Intellectual Property developed by employees of the College while functioning in the capacity of employee or using College property, equipment, or resources is owned by the College, subject to the provisions described below.

The College may negotiate and sign Sponsored Project Agreements including contracts and grants between external sponsors such as corporations, government agencies or foundations and the College, that specify completely or partially the ownership of Intellectual Property created as a result of specific sponsored projects. This category includes ownership requirements that result from a government funding source by operation of law (e.g., laws pertaining to Intellectual Property created using federal funds). All individuals working on a project under a Sponsored Project Agreement shall be notified in advance of the terms of ownership under the agreement for any Intellectual Property which may be created on behalf of the College while working on the project.

The College may initiate and fund specific projects that produce Intellectual Property and shall own the Intellectual Property created as a result of such projects. In particular, the College shall own Intellectual Property created by College employees and students who were assigned or employed specifically to produce a particular piece of Intellectual Property, or whose normal assignments and employment encompass activities that would lead to the production of intellectual property. The financial terms or other terms of support for College sponsored works can vary from project to project.

The College has historically waived any copyright interest it legally possesses to traditional academic works created by the faculty. Examples include class notes and syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, musical and choreographic works, and pictorial, graphic, and sculptural works. The College has also waived any copyright interest it may legally have to works created by students.

The College reserves the right to assert its legal interest in future such works from time to time. Creators of reusable teaching and classroom materials for College courses, such as curriculum guides, problem sets, exercise solutions, laboratory manuals etc., shall own these materials unless they are subject to a prior agreement governing their ownership. In all cases the College shall have a non-exclusive, royalty-free, perpetual, irrevocable license to use, display, copy, distribute, modify and prepare derivative works of such materials for internal College use.

Intellectual Property created or invented by employees who consult with external entities (corporations, businesses, government agencies, foundations, etc.) without making substantial use of College funds, resources or facilities, and while abiding by College policies on consulting, is presumed retained by the external entity or the individuals as specified by the terms of a consulting agreement.

Any Intellectual Property generated by a College employee that is not part of the creator's or inventor's employment responsibilities and that is developed on his/her own time without making use of College funds, resources or facilities shall be owned by the creator or inventor. When a student generates Intellectual Property independently, using only resources available in common to all students, such Intellectual Property is owned by the student. However, Intellectual Property generated by a student(s) when working for pay or academic credit, or voluntarily working on faculty projects or College sponsored works is subject to the ownership principles stated above. All creators or inventors shall be responsible for securing permissions or licenses from owners before making, using, reproducing, distributing, making a derivative work, displaying, selling or offering to sell the inventions or copyrighted works of others. Particularly, it should be assumed that any material being used is copyrighted unless permission is expressly granted within the material or it is clearly in the public domain. Whether a particular use constitutes "fair use" is determined by U.S. Copyright Law.

C. Procedure

Once a faculty, staff or student has made what they believe to be an invention, they must prepare an invention disclosure and arrange to meet with the chair of the Research Committee to discuss the invention and the steps needed to protect the invention. Once a faculty, staff or student has made what they believe to be a copyrightable work, they must prepare a disclosure of the copyrightable work and arrange to meet with the chair of the Research Committee to discuss the work and the steps needed to establish copyright.

Following this discussion, the Inventor(s) or Creator(s) and the College will determine if they wish to secure the intellectual property (e.g., register a copyright or file a patent application.) The College has no duty to register a copyright or file a patent application, and if the College decides not to proceed with registering/filing, the member may pursue registering/filing the application at their own expense.

If the Inventor(s)/Creator(s) and the College determine that they wish to register a copyright or file a patent application, the College will pay the expenses to have the copyright registered or a patent application filed and prosecuted and the inventors will be required to assign the invention to the College.

Any payments to the College received from assignment or licensing of the invention will be handled as follows:

1. Initial payments will be used to reimburse the College's expenses in preparing and prosecuting the registration/application.
2. Once these expenses have been paid in full, then the faculty member will receive the first \$5,000 beyond this. Any remaining money from the initial payment and later received payments would be divided 50:50 between the College and the inventors or creators. The College will include in expenses future fees that will need to be paid such as patent maintenance fees. (The College and the Inventor(s)/Creator(s) may by mutual agreement establish a revenue sharing arrangement that differs from the formula given above.)

Appendix 2.4.3: Institutional Review for Research

Institutional Review for Research Ethics

Bryn Athyn College provides an institutional review process through both its in-house Human Subjects Research Review Committee and through external review by the Holy Redeemer Health System's Institutional Review Board (HRHS IRB). The in-house committee reviews proposals and refers these proposals to the HRHS IRB as appropriate.

This process reviews, evaluates, and sanctions proposals for human subjects research that are submitted from both faculty and students. Not only is approval by an IRB increasingly becoming a requirement for publication in peer-reviewed journals, but institutions engaging in human subjects research are expected to follow federal, state and disciplinary standards according to expectations of ethical treatment of research participants.

Membership of the Human Subjects Research Review Committee includes:

1. A faculty member from the Science Department
2. A faculty member from the Psychology Department
3. A faculty member representing another relevant Humanities or Social Sciences discipline (philosophy, sociology, etc.)
4. (In cases where committee members are at risk of bias due to submitting research proposals on behalf of their departments:) One substitute member as needed, drawn from any of the above departments with the exception of the department sponsoring the submission.
5. The Dean of Faculty or his/her designee who will serve as a non-voting member

Duties of the committee:

1. Act as the review panel for submissions to be referred to the HRHS IRB, reviewing only research proposals that intend to utilize human subjects. This involves evaluating, approving, suggesting revisions for, or disapproving proposals intended for the HRHS IRB.
2. Create, implement, and monitor campus-wide programs educating potential researchers regarding ethical research practices and how to avoid violation of human subject rights; generate a clear definition of what constitutes an appropriate submission for "research" at the College level; clarify and expedite the process for submitting a proposal to the review panel and HRHS IRB.
3. Provide consultation and guidance *without oversight*, for faculty who intend to conduct classroom activities that consist of elements of research but do not meet the definition of research created by the panel.

Appendix 2.4.4: Research & Scholarship Opportunities

**Research and Scholarship Opportunities at
Bryn Athyn College**
Updated 1/19/17

Part of the mission of Bryn Athyn College is to promote scholarship and research. As E. Bruce Glenn says in *A Perspective on New Church Education*, "...the true growth of the Academy is finally to be measured in the growth of its new vision in the realm of ideas, and the application of those ideas to the work of New Church education. This requires time, zeal, money, and above all, the efforts of those who are in the sphere of intellectual endeavor and can bring together those things needed to produce true research for the distinctive uses of this institution" (237-238). He continues, "[e]ducationally, this means applying the doctrines through research" (239). Several programs and funds are available to support this use:

1. E. Bruce Glenn Research Fund - The E. Bruce Glenn Research Fund supports original research projects that build up resources with a New Church perspective in the academic disciplines. To be eligible for support of a research project, a faculty member must have completed faculty orientation, including a development study. Recipients are given summer funds, or course release time if available, and are asked to present the results of their research at an E. Bruce Glenn Research Lecture. Funds are available in increments of \$3,000, or multiples of this amount.

The purposes of the fund are as follows:

- to seek specific ways to use the results of the research in curriculum development, in creating the intellectual underpinning for major programs, and in individual courses, classroom teaching, studio and laboratory work.
- to build up resources with a New Church perspective in the academic disciplines, by publishing the results in monographs, journal articles, books, or computer programs, and making them available to a wider community.

Priority is given to applications received by deadline announced annually by the Bryn Athyn College research committee for the following summer or academic year. The E. Bruce Glenn family remains engaged with decisions about funding.

Additional information is available from the **Chair of the Research Committee**.

2. Bryn Athyn College Research Funds - This program is open to all full time College faculty who have completed a development study. The Bryn Athyn College research committee supports scholarly work by college faculty members leading to academic publication in the form of books, papers, reviews, presentations, proposals for outside funding, etc. Examples of past studies include a book-length study of organic growth in physical, mental and spiritual contexts, ongoing scientific research in chaotic dynamics, and continuing work on the sociology of the New Church.

Financial support is provided in \$3,000 or \$6,000 amounts, supporting 3-week and 6-week summer projects, respectively.

Because funds are limited, the committee must establish a priority for each project. Prioritization can be a lengthy process.

Additional information is available from the **Chair of the Research Committee**.

3. Grant Doering Research Fund - This fund is provided by an endowment held by the Pennypack Ecological Restoration Trust (PERT) to support research and education projects with Bryn Athyn College. Funds are available for summer or year-long research and associated expenses. Each year funds are available to cover faculty time and research expenses.

Proposals for research in ecological, environmental, land conservation and restoration, native species, historical work or education within, or in cooperation with, the PERT will be considered by the College Research Committee. This fund originated to support research on PERT preserve property in collaboration with College faculty and students to further research and educational opportunities, and to aid with management and restoration efforts at the Trust.

To be eligible for support as a Doering Fund researcher, applications for funds must be approved by the College Research Committee and the Director of the PERT, and each project will be given priority based on agreement between these entities.

Additional information is available from the **Chair of the Research Committee**.

4. Sherri Rumer Cooper Research Fund- The purpose of the Sherri Rumer Cooper Research Fund is to encourage and support undergraduate science research at Bryn Athyn College, guided or mentored by Bryn Athyn College faculty members. The fund provides three types of support, all in the context of a specific, collaborative, undergraduate research project that is guided by a Bryn Athyn College faculty member, reviewed by the Science Department, and reviewed and approved by the Research Committee: 1) Support for faculty member(s) mentoring the student or leading the project; 2) Support for undergraduate student(s) engaged with the project; and 3) Support for expendables and other research expenses, including overhead where appropriate.

Proposals for use of the Sherri Rumer Cooper Research Fund must be reviewed by the Science Department and by the Research Committee. The Science Department writes a recommendation to the Research Committee for or against funding the proposed research. A designated representative of Sherri Cooper's family joins the research committee as a guest to assist the committee in making its determination regarding proposals. The Research Committee and the Dean of Faculty make the final determination.

Additional information is available from the **Chair of the Research Committee**.

5. **Paul Carpenter Scholars** - The Paul Carpenter Scholars program is established to underline the importance that the College attaches to the study and teaching of Sacred Languages and Church History within the parameters prescribed by the original trust. The recipients of the Paul Carpenter Scholars funding will be selected by the President and Dean of Faculty of Bryn Athyn College upon recommendation of the college Research Committee. The Carpenter Fund Committee then reviews and approves these selections.

Generally appointments are for one to three years. Appointments may be renewed. To qualify as a Carpenter Scholar, a recipient will have completed orientation, including a development study. The position as a Carpenter Scholar may be held by any qualifying faculty member, but it is the hope of the Carpenter Committee to foster research among various faculty members whose areas of expertise lie within Carpenter Fund purposes. Up to a total of one unit a year can be funded at this time, depending on scheduling of courses. Additional funds for connected expenses may be requested from the Carpenter Fund.

Additional information is available from the **Chair of the Research Committee** or the **Dean of Faculty**.

5. **Paul Carpenter Research Funds** – The Paul Carpenter Fund provides recipients with support to pursue research under the guidelines established by the trust. These include advanced study in the sacred languages, the ancient church, the history of doctrine or related subjects “for translation, for teaching, and for other uses.” Applications can be sent to the College research committee or directly to the Carpenter Fund committee (applications from BAC faculty members to the Carpenter Committee are reviewed by the BAC Research Committee prior to being reviewed by the Carpenter Committee). For additional information, contact the **Chair of the Research Committee**, or **Chair of the Carpenter Fund committee**.

6. **Attendance at Conferences** - Some professional development funds are available to attend professional academic conferences and workshops. Application forms may be obtained from the **Director of Faculty Development**. The application deadline is usually in March for the following academic year.

Appendix 2.4.5: Professional Development Program

Financial Assistance for Professional Development and New Church Curriculum Development

I. Professional Development Funds

A. The New Church Faculty Summer Study Fund (NCFSSF) provides financial support for faculty in New Church schools to study the Heavenly Doctrines of the New Church that they may be brought into their teaching in the classroom. It is to promote the teacher's preparation and ability to teach from the perspective of the Heavenly Doctrines. It is offered in the summer so the teachers have time to reflect and consider application to their teaching.

B. Other professional development funds are used to support core faculty members for the following purposes such as:

- Encouraging participation in conferences and professional meetings in the field in which the faculty member teaches. The focus of such meetings may be on the subject matter itself or on the teaching of it
- Encouraging participation in conferences and professional meetings directly related to the service work (assessment, general education, student support services)

When professional funding is limited, priority will be given to those who:

1. are presenting a paper or poster or serving on a panel.
2. have a lower than average use of professional development funds for the past three years.
3. are seeking training in support of an administrative or service assignment.

In order to increase the collective value of the conferences that faculty attend, the attendee should share the professional development experience with the academic department or the faculty as a whole as appropriate.

II. Criteria and Application Process

Members of the core faculty are eligible to apply for funding. Exceptions to include associate faculty may be made at the discretion of the Dean of Faculty.

The Director of Faculty Development will circulate a call for application for each fund every year. Faculty members should apply using the appropriate form (Form A or B). Those who received funding in the previous year academic year should report of their use of the fund before applying. A separate application should be submitted for each program that a faculty member wishes to pursue.

Please contact the Director of Faculty Development, if you have specific questions about this program.

Form A: Request for New Church Faculty Summer Study Funding

Name of Applicant:

Date Submitted:

Proposed Study:

Dates and hours of Study:

Brief statement as to why this program will benefit both the applicant and Bryn Athyn College.

Funding: Faculty members can apply for a maximum of 30 hours of time per summer, to be reimbursed at \$40 per hour at the time that the report is accepted.

Approved by:

Date:

Form B: Request for Professional Development Funding

Name of Applicant:

Date Submitted:

Program Proposed:

Dates of Program:

Location:

Brief statement as to why this program will benefit both the applicant and Bryn Athyn College.

Anticipated Expenses:

Conferences, clinics, or workshops

- a. Registration fees:
- b. Travel (in the most economical way)
- c. Food/Lodging
- d. Miscellaneous

TOTAL_____

Approved by:

Date:

Payment

Faculty members should submit expenses – with receipts – to Dr. Fredrik Bryntesson as soon after they are incurred as possible. Requests for advance payment should be submitted to the Director of Faculty Development with some proof of anticipated costs, such as conference registration, airfares, etc. The faculty member will need to submit all invoices and receipts immediately following the conference for a final tally.

Form C: Professional Development Report
(Complete only if you received professional development support in the previous year)

Faculty member's name:

Date:

Name of Program or Conference:

Dates attended:

Description of Program:

Assessment of how the program or conference brought professional enrichment to the faculty member:

Assessment of how the program or conference benefitted Bryn Athyn College:

Form D:
Bryn Athyn College
New Church Faculty Summer Study Fund
Report Form

Name and date: _____

Total Numbers of Hours spent	Book title(s) and numbers read

What value did you derive for your reading? What ideas were useful for your teaching? How do you plan to apply them in your teaching?

Appendix 2.5.1: Template For Annual Evaluation And Development

Core Faculty Annual Evaluation and Development Form

Complete and submit to your department chair by August 30

Name and Title(s):

Reporting on the Completed Academic Year (please keep to no more than 2 pages)

1) List your goals from the completed academic year and discuss your progress toward achieving them.

2) List any achievements you had in addition to your work assignments (e.g. publications, professional presentations, skill development, completion of development study, promotion, completion of a degree, awards, grants, service activities, etc)

Goals for the Upcoming Academic Year

Working within the parameters of your assignments, propose three goals and approaches for achieving these goals for the upcoming academic year, including any professional development activities and any relevant measures of accomplishment you will aim for.

When designing your proposed goals, consider how they promote the mission and goals of Bryn Athyn College. Be sure to also consider and note any financial or time support you will require. Please attach a copy of your Work Assignment Sheet to this report.

Use the following headings to categorize your three goals.

1. Teaching

2. Advising

3. Scholarship

4. Service

5. Administration

6. Other

Department Chair's analysis, comments, suggestions on the completed year's work and approval or revision of proposed goals.

I have reviewed this document with my Department Chair and have read and understand the analysis, comments and suggestions he/she has made.

Faculty Member's Signature and Date _____

Department Chair's Signature and Date _____

Department Chair: Submit the completed form to and share any anticipated professional development expenses with the Director of Faculty Development.

Appendix 2.5.2: Portfolio Contents and Review Process for Core Faculty Members

Portfolio Contents and Review Process for Full- and Percentage-Time Faculty Members

The purpose of this document is to assist faculty members in building the portfolio that serves as a central component of the faculty member's review. The portfolio provides evidence for performance in teaching, research, and service to the college, in addition to a section on professional development and goals. Assembling the portfolio provides faculty members with an opportunity to summarize, review, and evaluate their own performance and to set goals for themselves. Creating the portfolio can take time, so faculty members are advised to work on it early. Please consider budgeting about 6-12 hours for assembling the portfolio.

In addition to the portfolio, reviewers also consider other material during the evaluation process. Department chairs coordinate a formal classroom observation and solicit reports from a faculty member's committee chairs and anyone else a faculty member may report directly to. Department chairs may also ask for feedback from students in addition to course evaluations. The college office provides department chairs with information about grade distribution, and the chair of the research committee will provide a report on research funded by that committee, if appropriate. See Faculty Handbook Section 2.5.2 for the policy guiding the review process conducted by the department chair, the dean of faculty, and, for presidential appointments, the president.

Portfolio Contents

I. Overview of accomplishments

- 1) Include a current version of your CV (curriculum vitae) that lists your educational background, including employment history, teaching, publications and presentations, major service work, professional memberships, and any current graduate work.
- 2) Provide a copy of your work assignment sheets for the last three years (available from the college office). If necessary, include an addendum that gives any missing information regarding teaching assignments (independent studies, senior projects advised, etc.).

II. Teaching

- 1) Include in your portfolio 1-3 of your best course syllabi and a total of 2-3 major assignments from these courses. If you have received feedback from a department chair within the last three years regarding your course syllabi, discuss how you incorporated it.
- 2) Select one of the major assignments you included and discuss in one or two paragraphs how it interfaces with the course's learning outcomes and goals and, if appropriate, with departmental outcomes and goals. Then evaluate in one or two paragraphs how well this assignment allows you to assess one of your learning outcomes by analyzing actual student performance on the assignment in one year.

3) Summarize your course evaluation results for each course for the last three years, or since your last review, if more recent, and include the response rate in your summary. (Do not include every returned survey.) Then write a few paragraphs analyzing the results and describing how you have used it (or will use it) to improve your courses design and/or pedagogy.

4) Provide a representative sample of professional meetings, workshops, colloquia, seminars, on-campus events, etc. that you have attended or materials you have read in the last three years whose focus was on teaching methods and techniques.

5) Optional: Add anything else you want to communicate about your teaching, such as the nature of the support you provide for students outside of class time, any peer observations of your teaching, etc.

III. Scholarship

1) List the professional meetings or colloquia you have attended over the last three years.

2) List a representative sample of scholarly books in your field (or that benefit your work in the college) that you have read in the last three years, and a representative sample of scholarly journals and other professional sources that you subscribe to or review regularly.

3) Discuss in one or two paragraphs the level and nature of research activity and output you feel best suits your goals and role as a faculty member at Bryn Athyn College.

4) Optional: Add anything else you want to communicate about your research, such as offprints, etc.

IV. Service

1) Discuss in one or two paragraphs the most important college service work you have done over the last three years (e.g. administrative posts, committee work, special assignments, etc.) and reflect on the contexts in which you feel your own abilities and the college's needs best match.

2) Outline any professional service you may have done outside the college that you feel enhances the college's contributions to the wider community, or that enhances your own abilities or resources.

V. Contribution to New Church Higher Education

1) Indicate the status of your faculty development study.

2) Discuss in one or two paragraphs the ways you see your field most fruitfully dialoguing with New Church doctrines and principles and give one or two examples of how you approach the dialogue in your teaching.

3) Optional: Add anything else you want to communicate about your contributions to New Church higher education, such as related publications, presentations, or professional service work.

VI. Accomplishments, Professional Development, and Goals

1) List any accomplishments or professional development from the last three years that do not appear on your work assignment sheets or your CV (e.g. publications, professional presentations, skill development, completion of development study, promotion, awards, grants, service activities, etc).

2) List your goals from the completed academic year and discuss your progress toward achieving them.

3) What goals do you have for the next 1-5 years of your career? For at least one of your goals, outline the steps you plan to take to accomplish the goals. Note any financial or time support you will require, as well as any professional development activities and any relevant measures of accomplishment you will aim for.

4) Discuss any situation concerns or constraints (HR issues) that you want to communicate, such as mobility issues, pay issues, or benefit issues, among others.

Appendix 2.5.3: Portfolio Contents and Review for Adjunct Faculty Members

Review Process for Adjunct Faculty Members Bryn Athyn College

Reviews of adjunct faculty members focus on teaching, unless the adjunct faculty member also has non-teaching duties. The purpose of the review is continuing improvement and professional development.

Department chairs determine the due date for adjunct reviews. All adjunct faculty undergo full reviews every other year. New adjuncts should expect to be reviewed in their first two years. In the years between full reviews, adjunct faculty reviews may be scaled back at the discretion of the department chair. Please confer with your department chair to determine the scope of your review. See Faculty Handbook Section 2.5.2.2 for the policy guiding adjunct faculty reviews.

For full reviews, adjunct faculty members are responsible for providing:

1) Course syllabi

At least two weeks before the start of term: Send your department chair your course syllabus or syllabi so that your department chair can review the document(s) and provide feedback.

2) CV

By the review due date: Send your department chair a current version of your CV (curriculum vitae) that includes educational background, including any current graduate work, employment history, teaching, publications and presentations, and professional memberships.

3) Assignment and analysis of student performance in relation to a course learning outcome

By the review due date: Send your department chair one major assignment from a course and your analysis of student performance on it. After selecting one of the major assignments in your course, discuss in one or two paragraphs how the assignment interfaces with the course's learning outcomes and goals and, if appropriate, with departmental outcomes and goals. Then evaluate in one or two paragraphs how well this assignment allows you to assess this learning outcome by analyzing actual student performance on the assignment in one year.

4) Reflections on course evaluations

By the review due date: Send your department chair a summary of course evaluations since your last review (including the response rate) and your analysis of this feedback, describing how you have used it to improve your course design and/or pedagogy.

5) Professional goals

By the review due date: Describe your goals for your involvement with Bryn Athyn College, indicating at least one near term goal and at least one long term goal.

In addition to these items provided by the faculty member, department chairs will review the faculty member's work assignments, grade distributions, and the results of a formal classroom observation, which the department chair will coordinate. Department chairs may also ask for feedback from students in addition to course evaluations, and for feedback on any service assignments.

Appendix 2.6.1a: Rubric for Promotion to Associate Rank Without Tenure

ASSESSMENT FOR PROMOTION TO ASSOCIATE RANK WITHOUT TENURE

After receiving a candidate's letter of intent to apply for associate rank without tenure and a communication from the Dean of Faculty concerning eligibility, the Tenure and Promotions committee will establish a deadline for submission of the candidate's application materials.

Step 1) By _____ [date to be determined] the Tenure and Promotion committee receives letters of support solicited by the candidate and letters that the committee has solicited, and by _____ [date to be determined] the committee receives a portfolio from the candidate. The committee evaluates these materials using the attached rubric.

Letters of support: The candidate should solicit two letters from people outside of the college who can testify to the candidate's scholarship, collegiality, professionalism or service. Additional letters from individuals inside or outside the college are welcome, but not required. Letters should be sent directly to the Tenure and Promotions Committee. The committee will also solicit letters from administrators, colleagues, and former students.

Portfolio: The candidate should submit a portfolio that includes a) a current cv, b) a statement from the Dean of Faculty regarding the completion of the orientation program and acceptance of development study, c) the candidate's written narrative about teaching, scholarship, service, and commitment to New Church higher education, and d) evidence in support of the narrative.

Step 2) The committee and the candidate have a formal meeting on _____ [date to be determined]. The meeting provides an opportunity for the candidate to elaborate upon material found in the portfolio, and for the committee to ask for clarification of material in the portfolio. After deliberation, the members of the Tenure and Promotion Committee send a letter with the committee's recommendation, as well as the portfolio and other materials, to the Dean of Faculty. The committee also notifies the candidate.

Step 3) After review of the committee's recommendation and other materials, the Dean of Faculty sends a letter with his or her recommendation, as well as all the other materials, to the President by _____ [date to be determined]. The Dean of Faculty also notifies the candidate.

Step 4) After review of the letters and materials, the President makes his or her decision regarding promotion to Associate rank. The President notifies the candidate by _____ [date to be determined].

CHECKLIST FOR APPLICATION CONTENTS

☐ Letter from the Dean of Faculty confirming the completion of the orientation program and acceptance of the development study, solicited by the candidate.

☐ Current c.v.

☐ Portfolio written narrative

☐ Portfolio supporting evidence

☐ At least two letters solicited by the candidate

☐ Letters from all individuals involved in past contract reviews of the candidate solicited by the Tenure and Promotions Committee

☐ Letter from Dean of Faculty solicited by the Tenure and Promotions Committee

☐ Other letters and materials solicited by the Tenure and Promotions Committee

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

RUBRIC FOR EVALUATION OF PORTFOLIO AND LETTERS

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1) TEACHING			
Articulation of teaching philosophy	The teaching philosophy is thoughtful, compelling, and informed by current research on teaching and by New Church concepts.	The teaching philosophy is sound and reasonably developed.	The teaching philosophy is superficial and underdeveloped.
Discussion of and evidence for efforts to implement teaching philosophy in course design and/or classroom practice	The portfolio demonstrates consistent connections between philosophy and practice.	The portfolio demonstrates several connections between philosophy and practice.	The portfolio demonstrates few or no connections between philosophy and practice.
Evidence for effective teaching practice (e.g. evaluations, syllabi, curriculum/course development, etc)	All sources of evidence demonstrate sustained highly effective teaching practice.	Nearly all sources of evidence demonstrate sustained effective teaching practice.	Insufficient evidence of sustained effective teaching practice.
Incorporation of New Church components into courses	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material. Contributes to the community of New Church educators through presentation, publication, and/or collaboration.	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material.	Insufficient evidence of fruitful and thoughtful dialogue between New Church concepts and secular disciplinary material.

Overall assessment of teaching: _____

2) SCHOLARSHIP			
Articulation of research plan (goals, methods, and reflection on them)	The research goals are compelling, the methods are sound, and the reflection is thoughtful.	The research goals are clear, the methods are sound, and there is some reflection.	The research goals are vague, the methods are unsound, and the reflection is weak.
Examples of research products and projects (e.g. publications, papers, posters, lectures, shows, performances, other)	Strong and multiple sources of evidence demonstrate effective implementation of the research plan and engagement by the discipline or other appropriate audience with the research products (e.g. citations, invitations, responses).	Evidence demonstrates sufficient implementation of the research plan and results are professionally disseminated.	Evidence rarely or never demonstrates implementation of the of the research plan, and there are few to no results.
Other scholarly activities (e.g. membership in professional organizations, attendance at professional meetings [discipline and pedagogy], writing reviews, participating in panels, etc.)	Regularly engaged in professional scholarly activities	Sometimes engaged in professional scholarly activities	Rarely to never engaged in professional scholarly activities

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

New Church thought	Research beyond the development study that furthers New Church thought and is made publicly available	Development Study accepted	
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Overall assessment of scholarship: _____

3) SERVICE			
Articulation of and reflection on service contributions to the College (including area and major), service using one's professional skills and knowledge to the community in the name of the college, and service to the profession	The discussion of service shows self-awareness about personal strengths and areas for development, and is thoroughly explored.	The discussion of service is accurate and reasonably developed.	The discussion of service is inaccurate, shows little to no self-awareness about personal strengths and areas for development, and is underexplored.
Examples of service (administrative positions, support for college majors, participation in college committees, work in advising, contributions to student life, professional service, and involvement in other profession-related outreach activities) Evidence for performance (reviews, letters from committee chairs, and supporting materials)	Multiple sources of evidence demonstrate highly effective service to various levels of the college and to the profession.	Evidence demonstrates effective service to the college.	Evidence demonstrates little to no effective service.

Overall assessment of service: _____

4) COMMITMENT TO NEW CHURCH HIGHER EDUCATION			
Discussion of motivations for working at Bryn Athyn College and vision for future career at Bryn Athyn College	The discussion shows strong commitment to New Church higher education and a clear plan for future development.	The discussion shows commitment to New Church higher education and a plan for future development.	The discussion shows weak to no commitment to New Church higher education and no plan for future development.

5. PROFESSIONALISM AND COLLEGIALITY

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
Letters (sent separately) testify to collegiality and professionalism.	Letters compellingly and consistently testify to professionalism and collegiality.	Letters regularly testify to professionalism and collegiality.	Letters testify to lack of professionalism and collegiality.

6) OTHER			
Overall performance consistent with institutional priorities and mission	Multiple sources of evidence demonstrate performance that advances institutional priorities and mission.	Evidence demonstrates performance consistent with institutional priorities and mission.	Evidence sometimes demonstrates performance inconsistent with institutional priorities and mission.
Continuing development in teaching, scholarship, and service	Multiple sources of evidence demonstrate continuing development in teaching, scholarship, and service.	Evidence demonstrates continuing development in teaching and either scholarship or service.	Evidence demonstrates little to no development in teaching, scholarship, and service.

Overall assessment of other: _____

Overall assessment of materials (Must be 1] satisfactory or better in each section of the rubric above, 2] satisfactory or better in every teaching subcategory and 3] exemplary in at least two of the following: teaching, scholarship, and service):

Appendix 2.6.1b: Rubric for Promotion to Full Professor

Checklist and Evaluation Form for Candidates for the Rank of Full Professor

In general, full professors do work that makes an impact. They are leaders in one or more arenas of their profession, contributing to more than their own courses and departments; for example, to the institution as a whole, to their disciplines, or to the community. As experienced professionals, they are positioned to offer valuable perspectives beyond departmental matters, to pursue innovative practices and new ideas, and to lead by example.

PROVIDED BY THE CANDIDATE:

- Letter from the Dean of Faculty confirming the achievement of the rank of Associate Professor at least six years prior to the date of application and confirming at least six years full-time (or its equivalent) as an Associate Professor.
- Current c.v.
- Portfolio containing written narrative and supporting evidence

SOLICITED BY THE TENURE AND PROMOTIONS COMMITTEE:

- At least two letters of reference
- Letters on file from individuals involved in past contract reviews or other professional reviews of the candidate
- Other letters and materials (The Tenure and Promotions Committee will inform the candidate of the names of the people from whom they solicit additional letters and the nature of any additional materials.)

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

To be successful, the application for full professor must be 1) satisfactory or better in each section of the rubric below, 2) satisfactory or better in every teaching subcategory, and 3) exemplary (demonstrating leadership) in at least one of the following areas: service to the institution, or scholarship and/or service related to the discipline (including pedagogical scholarship or service), or New Church thought.

RUBRIC FOR EVALUATION OF PORTFOLIO AND LETTERS

1) Teaching (all categories must be satisfactory or better)	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1.1 Articulation of teaching philosophy	The teaching philosophy is thoughtful, compelling, and informed by current research on teaching and by New Church concepts.	The teaching philosophy is sound and reasonably developed.	The teaching philosophy is superficial and underdeveloped.
1.2 Discussion of and evidence for efforts to implement teaching philosophy in course design and/or classroom practice	The portfolio demonstrates consistent connections between philosophy and practice.	The portfolio demonstrates several connections between philosophy and practice.	The portfolio demonstrates few or no connections between philosophy and practice.
1.3 Evidence for effective teaching practice (e.g. evaluations, syllabi, curriculum/course development, etc.)	All sources of evidence demonstrate sustained highly effective teaching practice.	Nearly all sources of evidence demonstrate sustained effective teaching practice.	Insufficient evidence of sustained effective teaching practice.
1.4 Incorporation of New Church concepts into courses	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material. Contributes to the community of New Church educators through presentations, publication and/or collaboration	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material.	Insufficient evidence of fruitful and thoughtful dialogue between New Church concepts and secular disciplinary material.

2) Scholarship	Exemplary	Satisfactory Contribution	Unsatisfactory
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BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

2.1 Examples of research products and projects (e.g. publications, papers, posters, lectures, presentations, curricula, instructional materials, shows, performances, etc.)	Evidence shows leadership through original research, or important integration of knowledge, or significant application of knowledge to a situation or problem (this includes pedagogical applications) or similar work	Evidence shows research, or integration of knowledge, or application of knowledge in keeping with the candidate's work load.	Lack of evidence of research beyond what was done for Associate Professor rank, or there are no results to report.
2.2 Other scholarly activities (e.g. membership in professional organizations, attendance at professional meetings [discipline and pedagogy], writing reviews, participating in panels, etc.)	Regularly engaged in professional scholarly activities	Sometimes engaged in professional scholarly activities	Rarely to never engaged in professional scholarly activities

3) New Church Thought	Exemplary	Satisfactory Contribution	Unsatisfactory
3.1 Examples of research products and projects (e.g. publications, papers, posters, lectures, curricula, instructional materials, presentations, shows, performances, etc.)	Evidence demonstrates leadership through development of New Church theoretical models in a discipline, or through original doctrinal research, or important integration of previous New Church thinking, or significant application of New Church doctrines or ideas, or significant use of New Church thought in the classroom or broader community, or contributions to the community of New Church educators through presentations	Evidence of research beyond the Development Study that furthers New Church thought and is made publically available.	Lack of evidence of research beyond the Development Study, or evidence of research but was not made publically available.

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

	or publications (as in 1.4) or similar work		
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4) Service to the Institution or to the Discipline	Exemplary	Satisfactory Contribution	Unsatisfactory
4.1 Articulation of and reflection upon service to the College, service to the community in the name of the college using one's professional skills, service to one's discipline	The discussion of service shows self-awareness about personal strengths and areas for development, and is thoroughly explored.	The discussion of service is accurate and reasonably developed.	The discussion of service is inaccurate, shows little to no self-awareness about personal strengths and areas for development, or is underexplored.
4.2 Examples of service to the College (e.g. administrative positions, committee work, contributions to student life) and/or to the discipline (e.g. committee work, academic society or institute work, public advocacy for the good use of the discipline or application of the discipline for the public good)	Multiple sources of evidence demonstrate highly effective service and leadership to various levels of the College or to the discipline.	Evidence demonstrates effective service to the College or discipline.	Evidence demonstrates little to no effective service to the College or discipline, or there is a lack of evidence of service.

5) Commitment to New Church Higher Education, Professionalism and Collegiality	Exemplary	Satisfactory	Unsatisfactory
5.1 Discussion of motivations for working at Bryn Athyn College and vision for future career at the College.	The discussion shows strong commitment to New Church higher education and a clear plan for future development.	The discussion shows commitment to New Church higher education and a plan for future development.	The discussion shows weak to no commitment to New Church higher education and no plan for future development.

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

5.2 Materials testify to collegiality and professionalism.	Materials compellingly and consistently testify to candidate's professionalism and collegiality.	Materials regularly testify to candidate's professionalism and collegiality.	Materials testify to candidate's lack of professionalism and collegiality.
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To be successful, the application for full professor must be 1) satisfactory or better in each section of the rubric above, 2) satisfactory or better in every teaching subcategory, and 3) exemplary (demonstrating leadership) in at least one of the following areas: service to the institution, or scholarship and/or service related to the discipline (including pedagogical scholarship or service), or New Church thought.

Overall evaluation of materials in the application:

Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

Tenure Candidate Timeline, Assessment, and Checklist

Edited 1/26/17

TENURE-TRACK TIMELINE

ACADEMIC YEAR 1: One year probationary contract (see Faculty Handbook 2.2 and 2.5.2.1)

- *Fall term:* Orientation of faculty member (receives tenure-track packet which includes this timeline and orientation thesis information)
- *June:* contract review #1 (see 2.5.2.1)

ACADEMIC YEAR 2: One year probationary contract (see 2.2 and 2.5.2.1)

- *June:* contract review # 2

ACADEMIC YEAR 3: Two year probationary contract (see 2.2 and 2.5.2.1)

- *Summer:* annual professional review (see 2.5.2.1)

ACADEMIC YEAR 4

- *June:* important pre-tenure contract review # 3 (see 2.7.5.2)

ACADEMIC YEAR 5: Three year probationary contract (see 2.5.2.1)

- *Summer:* annual professional review

ACADEMIC YEAR 6

- *November 15:* Deadline for receipt of letter from faculty member to Dean of Faculty and Tenure and Promotions Committee stating intent to seek tenure (see 2.7.4.1)
- *By January 15:* Applicant meets with Tenure and Promotions Committee to review the process
- *By March 1:* Candidate provides committee with names of three to five external references who are free of conflicts of interest and who can evaluate the candidate's professional activity. The Tenure and Promotions Committee, in consultation with the Dean of Faculty, solicits letters of reference from two to three of the suggested references. The Tenure and Promotions Committee may also solicit letters from administrators, colleagues, and former students. The Tenure and Promotions Committee will inform the candidate of the names.
- *August 1:* Deadline for receipt of letters in support of candidate's tenure application

- *August 15*: Deadline for receipt of documentation for tenure application. Candidate submits a portfolio that includes a) a current cv, b) a statement from the Dean of Faculty regarding the completion of the orientation program and acceptance of development study, c) the candidate's written narrative about teaching, scholarship, service, and commitment to New Church higher education, and d) evidence in support of the narrative.

ACADEMIC YEAR 7

- *August 15 – October 15*: Tenure and Promotions committee reviews application and documentation; meets with candidate; writes letter to the dean of faculty recommending granting or denying tenure; notifies candidate in writing (see 2.7.6.1). Prior to sending the letter, the committee and the candidate have a formal meeting. The meeting provides an opportunity for the candidate to elaborate upon material found in the portfolio, and for the committee to ask for clarification of material in the portfolio, if needed.
- *October 15 – November 7*: Dean of Faculty reviews all material; writes letter to President recommending granting or denying tenure; notifies candidate in writing (see 2.7.6.1)
- *November 7 – December 1*: President reviews all material, then notifies candidate in writing of the decision (see 2.7.6.1)
- *December 15*: President places name of tenure applicant on board of trustees' agenda in the case of a positive recommendation
- *By the end of February*: Board of trustees vote on candidate's request for tenure (see 2.7.6.2)
- *June*: End of three-year contract. Start of tenure, or post-probationary contract, or termination of employment
- A candidate who receives a negative recommendation from the Tenure and Promotions Committee and/or the Dean of Faculty may make use of the grievance process (Policy 2.8) if she/he has evidence that violations of college policies and procedures, including inequitable application of those policies and procedures, has occurred.

CHECKLIST FOR TENURE APPLICATION CONTENTS

PROVIDED BY THE CANDIDATE

- ☐ Letter from the Dean of Faculty confirming the completion of the orientation program and acceptance of the development study, solicited by the candidate.
- ☐ Current c.v.
- ☐ Portfolio written narrative
- ☐ Portfolio supporting evidence

SOLICITED BY THE TENURE AND PROMOTIONS COMMITTEE

- ☐ At least two letters by external references
- ☐ Letters from all individuals involved in past contract reviews of the candidate solicited by the Tenure and Promotions Committee
- ☐ Other letters and materials (The Tenure and Promotions Committee will inform the candidate of the names of the people from whom they solicit additional letters and the nature of any additional materials.)

To be successful, the tenure application must be 1) satisfactory or better in each section of the rubric below, 2) satisfactory or better in every teaching subcategory and 3) exemplary in at least two of the following sections: teaching, scholarship and service.

RUBRIC FOR EVALUATION OF PORTFOLIO AND LETTERS

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1) TEACHING (all categories must be satisfactory or better for tenure) Assessment:			
Articulation of teaching philosophy	The teaching philosophy is thoughtful, compelling, and informed by current research on teaching and by New Church concepts.	The teaching philosophy is sound and reasonably developed.	The teaching philosophy is superficial and underdeveloped.
Discussion of and evidence for efforts to implement teaching philosophy in course design and/or classroom practice	The portfolio demonstrates consistent connections between philosophy and practice.	The portfolio demonstrates several connections between philosophy and practice.	The portfolio demonstrates few or no connections between philosophy and practice.
Evidence for effective teaching practice (e.g. evaluations, syllabi, curriculum/course development, etc)	All sources of evidence demonstrate sustained highly effective teaching practice.	Nearly all sources of evidence demonstrate sustained effective teaching practice.	Insufficient evidence of sustained effective teaching practice.
Incorporation of New Church concepts into courses	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material. Contributes to the community of New Church educators through presentation, publication and/or collaboration.	Creates a fruitful and thoughtful dialogue between well-researched New Church concepts and secular disciplinary material.	Insufficient evidence of fruitful and thoughtful dialogue between New Church concepts and secular disciplinary material.

2) SCHOLARSHIP Assessment:

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Articulation of research plan (goals, methods, and reflection on them)	The research goals are compelling, the methods are sound, and the reflection is thoughtful.	The research goals are clear, the methods are sound, and there is some reflection.	The research goals are vague, the methods are unsound, and the reflection is weak.
Examples of research products and projects (e.g. publications, papers, posters, lectures, shows, performances, other)	Strong and multiple sources of evidence demonstrate effective implementation of the research plan and engagement by the discipline or other appropriate audience with the research products (e.g. citations, invitations, responses).	Evidence demonstrates sufficient implementation of the research plan and results are professionally disseminated.	Evidence rarely or never demonstrates implementation of the of the research plan, and there are few to no results.
Other scholarly activities (e.g. membership in professional organizations, attendance at professional meetings [discipline and pedagogy], writing reviews, participating in panels, etc.)	Regularly engaged in professional scholarly activities	Sometimes engaged in professional scholarly activities	Rarely to never engaged in professional scholarly activities
New Church thought	Research beyond the development study that furthers New Church thought and is made publicly available	Development study accepted	

3) SERVICE Assessment:

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

Articulation of and reflection on service contributions to the College (including area and major), service using one's professional skills and knowledge to the community in the name of the college, and service to the profession	The discussion of service shows self-awareness about personal strengths and areas for development, and is thoroughly explored.	The discussion of service is accurate and reasonably developed.	The discussion of service is inaccurate, shows little to no self-awareness about personal strengths and areas for development, and is underexplored.
Examples of service (administrative positions, support for college majors, participation in college committees, work in advising, contributions to student life, professional service, and involvement in other profession-related outreach activities) Evidence for performance (reviews, letters from committee chairs, and supporting materials)	Multiple sources of evidence demonstrate highly effective service to various levels of the college and to the profession.	Evidence demonstrates effective service to the college.	Evidence demonstrates little to no effective service.

4) COMMITMENT TO NEW CHURCH HIGHER EDUCATION Assessment:			
Discussion of motivations for working at Bryn Athyn College and vision for future career at Bryn Athyn College	The discussion shows strong commitment to New Church higher education and a clear plan for future development.	The discussion shows commitment to New Church higher education and a plan for future development.	The discussion shows weak to no commitment to New Church higher education and no plan for future development.

5) PROFESSIONALISM AND COLLEGIALITY Assessment:

BAC Faculty Handbook Appendix 2.7.1: Tenure Timeline, Checklist, and Evaluation Rubric

Letters (sent separately) testify to collegiality and professionalism.	Letters compellingly and consistently testify to professionalism and collegiality.	Letters regularly testify to professionalism and collegiality.	Letters testify to lack of professionalism and collegiality.
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6) OTHER Assessment:			
Overall performance consistent with institutional priorities and mission	Multiple sources of evidence demonstrate performance that advances institutional priorities and mission.	Evidence demonstrates performance consistent with institutional priorities and mission.	Evidence sometimes demonstrates performance inconsistent with institutional priorities and mission.
Continuing development in teaching, scholarship, and service	Multiple sources of evidence demonstrate continuing development in teaching, scholarship, and service.	Evidence demonstrates continuing development in teaching and either scholarship or service.	Evidence demonstrates little to no development in teaching, scholarship, and service.

Overall assessment of materials (the tenure application must be 1] satisfactory or better in each section of the rubric above, 2] satisfactory or better in every teaching subcategory and 3] exemplary in at least two of the following sections: teaching, scholarship and service.

Appendix 2.7.2: Adjustments to the Tenure Clock

Adjustments to the Tenure Clock

Stopping the Clock:

Stopping the tenure clock is intended to accommodate faculty and the institution when compelling circumstances have the potential to impede a faculty member's progress toward tenure. Having a clear policy enables work-life balance and contributes to successful faculty career development. It is always at the sole discretion of faculty members to make the choice to not stop their tenure clocks if they wish to proceed with the standard timetable.

In cases when the faculty member wishes to stop the tenure clock, the faculty member provides written notification for an automatic stoppage or written request for a discretionary stoppage to the Dean of Faculty. This notification should be made in advance when possible or as soon as possible after an unexpected event as is practical. The Dean of Faculty will communicate the stopping of a tenure clock in writing to the faculty member, the faculty member's Department Chair, and to the Chair of the Tenure and Promotions Committee.

Automatic stoppage:

Policy allows for automatic stoppage of the tenure clock for twelve months for certain life events under the Family and Medical Leave Act (FMLA). FMLA life events include birth and primary care for a newborn or adopted child, care for a child, spouse, or parent with a serious health condition, a personal serious health condition, and care for a family member injured while on active duty for the Armed Services. See the FMLA for details (<http://www.dol.gov/whd/fmla/>).

In order to document the process, faculty members notify the Dean of Faculty of the qualifying life event in writing. Faculty members may opt for a shorter pause in their tenure clock or no pause at all, but must inform the Dean of Faculty in writing of their decision at the time they notify the Dean of the life event.

Faculty members are eligible for up to two automatic one-year extensions to the tenure clock.

Discretionary stoppage:

Faculty may request to stop their tenure clock if they face other personal or professional circumstances that impede their progress toward tenure. The Dean of Faculty has the discretion to determine whether or not stopping the tenure clock is warranted. Both parties must agree to the stoppage.

Appendix 2.11.1: Promise of Support for the Mission

Promise of
Support for the Mission

**Bryn Athyn College of the New Church
Mission Statement**

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to engage in higher education enriched, guided, and structured by the study of the Old Testament, New Testament, and theological writings of Emanuel Swedenborg. This education challenges students to develop spiritual purpose, to think broadly and critically from a variety of perspectives, and to build intellectual and practical skills. The ultimate purpose is to enhance students' civil, moral, and spiritual life, and to contribute to human spiritual welfare.

I, _____, believe in, am committed to, and will actively promote the mission of Bryn Athyn College in my teaching, research, and service.

Signature

Date