

CENTENARY UNIVERSITY

FACULTY HANDBOOK

2016-17

FINAL

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Purpose of the Faculty Handbook

The purpose of this handbook is to provide information regarding policies that apply to Faculty, provide information regarding the structure of Academic Affairs, and make Faculty aware of support services. Much of the information provided herein elaborates on what is contained in the Constitution. All Faculty members should make themselves familiar with the information contained in the Handbook and in the Constitution. The Constitution provides a framework for shared governance subject to the authority of the President. It describes a system aimed at maximizing Faculty input. It is in the best interest of both the Administration and the Faculty to understand and follow the policies and deadlines described in this Handbook and in the Constitution, which can both be found in the Content Management System.

Each Faculty Member reports directly to his or her Department Chair. Faculty Members are also accountable to the other members of his/her Department, and to the faculty in general. Department Chairs report to the Chief Academic Officer.

Civility Statement

Centenary College is committed to the ongoing challenge of creating and sustaining a civil and inclusive climate that is welcoming, respectful and broadens our understanding of people whose identities, perspectives and experiences may differ in age, socioeconomic class, color, culture, ability, ethnicity, family structure, marital status, gender, gender identity and expression, national origin, immigration status, political ideology, race, religion, sex, sexual orientation and physical appearance.

We expect:

- All members of our community will strive to recognize and affirm the inherent dignity and worth of all people.
- That the free expression, exploration and exchange of ideas will be encouraged in an atmosphere of academic freedom that is considerate and tolerant of others' beliefs.
- Our campus to be safe and free of incidents that create a demeaning or hostile environment.

These values are to be reflected in the classroom as well as in the broader working and living environments at Centenary. All members of our community are expected to act with integrity, to model these standards and to hold ourselves and one another accountable for our actions and our words.

For additional information, please review the *Centenary College Code of Ethics*, which can be found in The Content Management System under 'Human Resources'

Job Descriptions

TITLE: Department Chairs

The Department Chairs are the designated leaders of their respective departments. They supervise the activities of their departments, assess departmental and faculty effectiveness, monitor faculty professional development, and fulfill all other responsibilities as defined in the Faculty Handbook. Department Chairs are elected for three year terms (unless otherwise designated) by their respective department members by written ballot and confirmed by the Chief Academic Officer. In the event that a department member is not elected, one may be appointed by the Chief Academic Officer. Department Chairs can be recalled by a 3/4 vote of their department.

The responsibilities of the Department Chair position are as follows:

1. Provides the leadership and facilitation skills necessary for department faculty to develop, maintain and implement collectively: program mission and review, , goals and benchmarks, development and review of curriculum, expectations for service to the profession and scholarship, and the University's strategic plan;
2. In conjunction with department faculty develops and assesses appropriate cross-functional, program, and disciplinary learning outcomes, and ensures that assessment data are provided to the appropriate Dean(s);
3. In consultation with and assistance from department faculty recruits, hires, and orients all new full-time and adjunct faculty;
4. Encourages, coordinates, mentors, and supervises professional development of department faculty, and provides information regarding faculty development and performance;
5. Supervises the development of teaching schedules, student advising, and faculty coverage, that optimizes student learning opportunities;
6. Coordinates departmental efforts towards and strategies with regard to, but not limited to, enrollment management and public relations;
7. Handles all student/faculty matters regarding waivers, disputes, grievances, etc.
8. Manages the departmental budget;
9. Serves as member of the Academic Council and any other committee that may be appropriate;
10. Collects and approves faculty schedules and, following approval, forwards them to the Faculty Administrative Assistant for distribution and filing;
11. Hires and evaluates adjunct faculty; including review and approval of adjunct contract

12. Evaluation of term-track faculty, and serves as member of all tenure-track committee for their Department Members;
13. Participates in periodic training on faculty evaluation and development as scheduled by the Office of Academic Affairs;
14. Addresses facility, maintenance and safety needs as they pertain to the disciplines as well as departments;
15. Acts as a conduit for all information between the department, the administration, and other constituents of the University, using the appropriate, University approved forms for the organization and dissemination of such information;
16. Department Chairs should be appraised of all activities, incidents, discussions, and issues relevant to the department or program;
17. Models professional tone for members of the department, which should be employed when engaging with all members of the Centenary community;
18. Supports and implements all administrative policies and those outlined in the constitution; this includes, but is not limited to monitoring each of the following:
 - A. four day a week work schedule (Department Chairs included)
 - B. attendance at open houses
 - C. attendance at workshops
 - D. exam week
 - E. attendance at all mandatory meetings
 - F. service on standing committees
 - G. any other requests from administration as necessary
19. Develops and distributes agenda and subsequent minutes to all department members and the Chief Academic Officer.

Additional Information:

Effective for the Fall 2011 semester, the teaching load is one course (4 undergraduate credits or 3 graduate credits) for each semester. It can be distributed among the undergraduate, graduate, online, and SPS programs. Department Chairs are allowed to teach one overload per semester. Any additional overloads must be approved by the Chief Academic Officer. Overloads are permitted in the summer sessions. A stipend also is provided. For additional information, please refer to the Department Chair's Manual, which is housed with the Office of Academic Affairs, and posted on the faculty Content Management System.

TITLE: Faculty Member

Reports to the appropriate Department Chair:

Faculty members are expected to be effective teachers, to take part in the affairs of the University, and to possess an understanding of the nature of the University i.e., the image and characteristics.

Faculty members are expected to follow the policies and procedures of the University as outlined in this handbook. Faculty members are expected to set goals for professional development each year, and to fulfill these goals as a condition of their employment with the University.

The responsibilities of all full-time faculty members are as follows:

1. Teaching: Provide high quality, student-centered instruction in courses agreed upon with their Department Chair; establish and assess learning outcomes where appropriate; maintain high academic standards; challenge students; grade fairly and in accordance with College policy; keep accurate attendance records; reinforce the skills and knowledge set forth in the Centenary College Greater Expectation Learning Outcomes and discipline outcomes; commit to the policies and goals of the College.

2. Advising: Provide academic counseling for students that helps them to make appropriate choices and succeed academically; help students document their academic progress; help students set attainable goals; refer students to people who can help them with their concerns; serve as advisors to student organizations as asked; maintain regularly scheduled office hours that provide students with the opportunity to interact. Faculty members are expected to maintain a minimum of four office hours a week that are well spread out (hours) over four days.

For additional information pertaining to expectations for Teaching and Advising, see Faculty Evaluation Procedures and Guidelines.

3. Governance: Serve on college committees as assigned; attend and participate in department and faculty meetings; initiate proposals for change in areas such as curriculum, and the rules and methods for the conduct of the educational purpose.

4. Support of University Functions: Assist the Department of Admissions and College Relations with recruitment and fund raising efforts; assist the Library Director in updating the library collection; work cooperatively with the staff in the Academic Success Center in order to ensure student success; and support College-sponsored activities.

For additional information pertaining to expectations for Institutional Service, see Faculty Evaluation Procedures and Guidelines.

5. Scholarship: Keep current in the field by further study, publication of original work, and/or attending and participating in conventions or meetings relevant to their fields.

To support the area of Scholarship, Centenary shall make available faculty development funds to be administered by the appropriate faculty committee. The Chief Academic Officer has the right to make final approval of the allocation of the funds.

While general expectations for contributions to the profession and scholarship can be found in the Faculty Handbook (see Faculty Evaluation Procedures and Guidelines), each Department shall maintain a rubric detailing Department and/or program specific criteria for contributions to the profession/ scholarship. Therefore, faculty should consult with their Department Chair regarding Department/ program specific criteria and expectations for contributions to the profession/ scholarship.

Centenary encourages faculty to be full members of professional organizations, both national and local, where the purposes and goals of said organizations are not contrary to the purposes and goals of the college. **Centenary agrees to pay for professional organization annual memberships not to exceed \$100 for each faculty member subject to the approval of the Chief Academic Officer.**

6. Professional consulting, which includes teaching at other colleges, must be approved by both the Department Chair and the appropriate Academic Officer(s). During the Fall semester, each faculty member should provide the Department Chair and the appropriate Academic Officer(s) a summary of additional work and/or consulting commitments outside Centenary College during their contractual period (9 or 12 months). Although it is recognized that outside professional work and/or consulting (with or without additional compensation) may be recognized as appropriate professional activity to the extent that it enhances the Faculty Member's stature and revitalizes teaching/research capabilities, it must be understood that these additional outside commitments can, in no way, conflict with the primary work at Centenary College, and cannot dictate special schedule arrangements.

7. AAUP Statement on Professional Ethics, 2012: Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

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

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

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

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

For guidance with complaints or grievances related to professional conduct, please consult the guidelines for The Mediation and Policy Panel of the Faculty (Article XI of the Centenary College Constitution).

In addition to the AAUP Statement on Professional Ethics, the Centenary College has also adopted the following in-house “Statement of Professionalism”:

“Faculty should demonstrate respect for others and the ability to work cooperatively and effectively with colleagues, students, staff, administration and Board members. Although Centenary College believes that the right to criticize and disagree are the cornerstones of academic freedom, such criticisms and disagreements should be respectful and made in the spirit stimulating positive debate and discussion”

8. In addition, the following applies to faculty members:

- a. Full-time faculty members shall be required to be in attendance during the entire academic year as determined by the Board of Trustees unless excused by the Chief Academic Officer. Such planned absences may result in a prorated reduction in salary.
- b. If a leave-of-absence is requested by a faculty member for a purpose that is considered to be of professional value to the faculty member in the performance of his/her duties at the college, and to the advantage of the college, and if, in the opinion of the President of the College, satisfactory arrangements can be made to care for the faculty member's normal load during his/her absence or leave, the President of the College, may grant the request for leave for such period and on such terms as he/she may determine.
- c. The sick leave policy is specified on the Content Management System under Organizations/Human Resources/Benefits Summary.
- d. Faculty schedules must be provided to the Department Chairs. Following approval, the Department Chairs will forward the schedules to the Faculty Administrative Assistant for distribution and filing. Office hours must be posted outside of each office.
- e. Faculty members are responsible for retaining and maintaining personal copies of all reports and documents necessary for evaluation including, but not limited to, teaching evaluations, documentation of professional activities and prior evaluation reports (see Summative Self-Evaluation Guidelines).

Teaching Load

Faculty will carry a teaching load of three courses (undergraduate courses are four credits, while graduate courses are three credits) per semester. Overloads are not encouraged. If absolutely necessary, a faculty member can teach one overload during the semester. Additional overloads must be approved by the Department Chairperson and the Chief Academic Officer.

Laptops and Technology Integration

Students and Faculty are issued laptops by the College so that everyone has computer access. Faculty members are encouraged to use the laptops and the College Course Management System in a manner that makes students active participants in the learning process, and in such a manner that communication is better facilitated.

Field Trips

Experiential learning is important and effective, and field trips are encouraged, where appropriate. Faculty must carefully plan for transportation, student safety, appropriate supervision, etc. Faculty should check with Student Life Personnel regarding questions about field trips. For trips that involve overnight stays, it may be appropriate to have the students sign a release statement. The itinerary and contact information must be provided to the Office of Academic Affairs.

Syllabus Preparation

A syllabus should be carefully prepared and posted on the Content Management System for that course before the first day of class. Since syllabi represent a contract between the student and the faculty member, the College expects faculty to provide students with a clear, accurate, and professional syllabus no later than the first day of class. Because the syllabus is a contract, planning skills for the course and semester are extremely important. Adding assignments, changing assignments, or failing to follow through on the conditions set forth in the syllabus are valid cause for student objections and complaints. The College recommends that syllabi include the following sections and information. The purpose here is not to prescribe a single, universal syllabus format, but rather to provide a possible model for selection or adaptation, as appropriate.

I. General Information

Syllabi should include general course information--i.e., instructor's name, office location and hours, time and location of the course, email address, and any other pertinent details.

II. Purpose of Course

It should include comments on the type of student expected to take the course, the relationship of the course to the overall college curriculum, and the course's relationship to the core and/or the student's major program of study.

III. Student Learning Outcomes

These specific learning outcomes should reflect the primary skills and knowledge students are expected to acquire. Reference should also be made to Centenary's Greater Expectation Learning Outcomes and the program's discipline outcomes.

In March 2004, the Centenary Faculty adopted the Centenary Greater Expectation Learning Outcomes (CGEs). It is very important for assessment purposes that all stakeholders understand the value added that is part of a Centenary education. By the time the students graduate from Centenary College, we expect that in addition to more discipline-specific outcomes, students will be able to:

- CGE 1. Communicate in diverse settings and groups, using written, oral, and visual means.
- CGE 2. Understand and employ both quantitative and qualitative analysis to describe and solve problems.
- CGE 3. Interpret, evaluate, and use information discerningly from a variety of sources.
- CGE 4. Integrate knowledge of various types and understand complex systems.
- CGE 5. Work well in teams, including those of diverse composition, and build consensus.
- CGE 6. Understand and employ the integrity, social responsibility and ethical behavior required for a diverse democratic society.

Faculty should also be familiar with the student learning outcomes that have been established for every academic program at Centenary. The information can be obtained from the Department Chair, and should be referenced on EVERY syllabus. Both the full-time and adjunct faculty provide many opportunities in the courses they teach for students to hone their skills in terms of the CGEs. It is important that the faculty are able to demonstrate this in each syllabus by making reference to the CGEs after the course objective/learning outcomes, where applicable.

The following is an example:

“Course Learning Outcome:

1. Students will be able to demonstrate their research findings in a well-organized presentation to the class. (CGE1)”

IV. Materials of the Course

Provide (a) bibliographic citations of all texts and required readings; (b) information on reserved or recommended readings; and (c) a listing of other materials necessary for the successful completion of the course.

V. Teaching Methodologies

Provide a specific statement describing the various teaching techniques to be employed to foster student-centered learning: experiential opportunities, technology integration, projects, class discussions, student collaboration, student presentations, films, lectures, guest speakers, lab experiments, field research, recordings, and others. Also, as appropriate, explain to

students why certain pedagogical methods have been selected.

VI. Course Outline and Calendar of Class Assignments and Activities

Students should receive at least a general outline of the major topics or units to be covered, and in what sequence. They also should receive a calendar of readings and due dates for assignments. This document applies to all undergraduate and graduate traditional, online, and blended courses.

VII. Methods of Evaluation and Determination of Final Grade (Assessment of Student Learning Outcomes)

In fairness to students, and given the national emphasis on assessment, it is imperative that this section of syllabi be stated clearly, specifically, and accurately. In concise, direct terms, explain to students the exact nature of each evaluation aspect of the grade. Explicitly state what percentage of the final course grade each evaluated performance represents:

Quizzes on the Reading.....	15%
Student Research Project	20%
Student Team Project	20%
Student Final Presentation	25%
Threaded Discussions.....	20%
Total.....	100%

The "Methods of Evaluation" section also might include comments on the following matters: (a) policies on late assignment and make-up opportunities, including penalties if any; (b) academic dishonesty; (c) the student's responsibility for completing all evaluated assignments on time and according to specified guidelines.

The College suggests that, in this section of the syllabi, or in an appendix, faculty provide a clear and thorough explanation of all major, graded course assignments. The explanation should include a statement of expectations and guidelines on format, style, content, and documentation, and a checklist of evaluation criteria. If faculty use a rubric to evaluate an assignment, the students should receive copies of the rubric at the beginning of the semester and faculty should review the rubric with them.

The day scheduled for a final exam during the final week is part of the class contact time which the State of New Jersey requires for its licensing of institutions of higher education. Therefore, faculty are required to use this time either for administering a final exam, or as a classroom experience. This should be clearly indicated on the syllabus.

Finally, the College offers a word of caution regarding the evaluation of class participation. While active oral participation by students is desirable, and quality participation is a useful indicator of student learning, care should be given to overweighing oral participation in the determination of the final grade. If class participation constitutes any percentage of a student's final grade, the faculty member must be prepared to document the quality of that participation and measure it as objectively as possible, in accordance with criteria made

available to all students at the beginning of the term.

VIII. An attendance policy must be stated on the syllabus and distributed to students on the **first day** of class. The College does **not** mandate any universal attendance policy to which all faculty members must conform. The College recommends that faculty educate students about the importance of class attendance, and establish a policy that is fair, but at the same time ensures that students do not "self-destruct" through excessive absences.

IX. Disability Accommodations Statement

The following accommodation statement should be placed in the syllabus for each course. If a student notifies a faculty member of this need and there are questions or concerns, please contact the Office of Disability Services, on extension 2251.

“Students with documented disabilities are entitled under the law to reasonable accommodations. If you have a disability and need accommodations, please notify the instructor as early as possible during the semester. You should also contact the Office of Disability Services: 908.852.1400 ext. 2251 or dso@centenarycollege.edu.”

X. Academic Honesty

The following statement is required for all syllabi:

All students are expected to adhere to Centenary College’s policy concerning academic honesty. Any student found cheating, plagiarizing, submitting non-original work, etc., will receive a grade of zero (0) for that work. Flagrant cases of academic dishonesty may result in the student being dismissed from the class and referred to the Academic Review Board for further action or sanction as deemed appropriate, up to and including dismissal from Centenary College.

Individual instructors or departments may impose additional penalties. Check the syllabus for the policy that applies to each class.

XI. Students’ Written Work

Faculty should include the following in all syllabi.

“PUBLICATION” OF WRITTEN WORK AND ASSIGNMENTS: By your continuation in this course and by submitting written assignments and work, you understand that you are granting me permission under the Federal Education Records Act and a limited license to publish that work for the purposes of grading the work. That limited license extends to my submission, within my sole discretion, to various electronic grading tools (e.g., grading books, cite checkers, etc.) and to other faculty members.

ACADEMIC CODE: Students should be aware that all violations of the Academic Code, which can be found in the College Catalog and the Student Handbook, will be reported by the faculty member to the Academic Review Board for their consideration.

XII. Learning Outcomes Assessment : Learning outcomes assessment for all major programs and the General Education core requirements is a continuous and dynamic process at the College. Required assignments are collected on a regular basis by the Dean for Institutional Research and Assessment for analysis and review by each academic program/department and the Office of Academic Affairs.

Grading Policy and Procedures

The grade in a course should be based on as broad a variety of assignments as possible, in other words, as broad a spectrum of activities as is in keeping with the nature of the field. Written assignments which require analysis and organizational ability should be required in every course. All grades are to be reported to the Registrar's office on or before but no later than 48 hours (two days) of the time for which the final exam was scheduled.

Grading System

The value of grades may generally be described as follows:

A	Excellent
B	Good
C	Average
D	Below Average
F	Failure
AU	Audit (No Credit)
I	Incomplete
MD	Medical Excuse
P	Pass (in a Pass/Failure option course)
NP	No Pass (in a Developmental course)
W	Withdrawal

Pluses and minuses may be used in reporting grades and they are computed in the grade average. Their use is optional with the instructor.

While Centenary College does not endorse one method of grading over another, one sample for conversion of numerical grades into letter grades is as follows:

A = 100-93	C+ = 79-78	F = 59 & below
A- = 92-90	C = 77-73	
	C- = 72-70	
B+ = 89-88	D+ = 69-68	
B = 87-83	D = 67-63	
B- = 82-80	D- = 62-60	

Grade Changes

Once grades are posted in the Registrar's Office, they are considered final and cannot be changed by the instructor unless there was an error in the posting or calculation of a specific

grade. A grade may be changed by the Academic Review Board (ARB) if the Board determines that the grade originally issued was arrived at unfairly.

Calculation of Grade Point Average

Averages for all students are determined by the point scale as follows:

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

The average is computed by dividing the total number of credit hours attempted into the total number of quality points earned. Pass/Fail grades are not used in determining grade point averages.

Incomplete

An incomplete is not computed in the grade point average. When the course is completed, the cumulative average will be recalculated, replacing the "I" with the value for the grade received. A grade of "I" must be completed within two weeks of the start of the next semester; otherwise a permanent grade of "F" will be recorded for the course(s). A faculty member should only give a student an Incomplete when there is a reasonable expectation that the student will successfully complete his/her assignments in the allowable timeframe.

Removal of a Grade of "F" from Computations

When a course in which a student has received a grade of "F" is repeated at Centenary, both the original grade of "F" and the grade for the repeated course will appear on the student's transcript. However, the computations of the student's cumulative grade point average will be based on the grade received for the repeated course. If a student finds it necessary to take a course for the third time, the first "F" will not be calculated in the cumulative grade point average but the second and third grades will be included in the average, and all grades received for that course will appear on the transcript. If a student who repeats a course receives a "W" the original grade of "F" will prevail. If the student retakes the course at another institution, the original grade of "F" in the course taken at Centenary remains in the cumulative grade point average. Exceptions to this policy are Internships, Independent Studies, and Practicum courses. A graduate student who fails a course must appeal to the Academic Review Board for determination on eligibility to repeat the course.

Pass/Fail Grades

There is no option for offering a class on a Pass/Fail basis (other than for a developmental course for incoming students).

Audits

A student may audit a course with the consent of the instructor, and must pay the appropriate fee. A student must declare he/she is taking a course for audit at the time of registration, or during the one week Add/Drop period. Otherwise, all courses for which a student registers will be for credit.

Grade Confidentiality

In light of increasing emphasis on the confidentiality of student records, faculty members are urged to take precautions so that the individual student be protected-- i.e., that his/her grades are not accidentally or otherwise revealed to other students. Faculty are advised not to post final grades or test results on their office doors as this may breach a student's right of confidentiality. Great care should be taken to ensure that names and social security numbers are not used in any way that makes grades public. The faculty member must give the student an opportunity to discuss semester examination or projects in class or in individual conferences in order to determine the reason for the grade assigned. The same practice applies to semester grades.

Grievance of a Grade

If a student has a grievance in regard to the misapplication or arbitrary application of an instructor's grading policy for a course, he/she must comply with the following procedures within 30 days of the last day of the course in which the grievance occurred: (1) the student first must make an appointment with the instructor in question to discuss the manner in which the grading policy was administered; (2) if still dissatisfied, the student must then make an appointment with the Department Chair to discuss the issue in an attempt to resolve the conflict; (3) if the instructor in question is the Department Chairperson, then the student must make an appointment with the Chief Academic Officer to discuss his/her concerns; (4) if still dissatisfied, the student then must file a written appeal explaining his/her situation to the Dean of Academic Support and request a hearing with the Academic Review Board(ARB), clearly stating the reason for the request, and provide, when appropriate, supporting documentation. If the Dean of Academic Support, in consultation with the Department Chairperson or Chief Academic Officer feels that there is no merit to the complaint, the decision will stand. If they feel there is enough reason to question the misapplication or arbitrary application of the grading policy, the Dean will refer the grievance to the ARB or a hearing. The hearing will be scheduled at the next regularly scheduled meeting. Both the student and the instructor are required to attend the grievance hearing. If the instructor is unable to attend, the Department Chair, at his/her discretion may choose to attend instead. The Department Chair may also attend with the instructor if he/she chooses to do so. The student may bring a maximum of two people to provide support and will have approximately 15 minutes to present his/her case. The decision of the ARB is final.

Monitoring of Attendance

Students are expected to attend all scheduled classes. It is especially important for students to attend classes during the first week of each semester and to attend the scheduled class preceding or following a holiday (Thanksgiving, Christmas, Spring Holiday, etc.). A student who finds it necessary to be absent from class should, as a matter of courtesy, inform the instructor in advance of the absence. If absences occur, it is the student's responsibility to make up the work missed and to contact the instructor in regard to the missed work. Permission to make up any type of course assignments may be granted at the discretion of the instructor. Each faculty member is required to establish and monitor the attendance policy for each of the assigned courses he or she teaches. The attendance policy must be stated in the syllabus and distributed the first day of class, or stated on a separate attendance policy sheet and distributed the first day

of class. An instructor may lower a student's grade due to excessive absences, because in many classes the student's presence and participation are important in completing the work of the class and achieving success in the course. In many instances, excessive absences will result in poor grades or failure.

All faculty members are **required to take attendance** at each session of a class and to report the number of absences through The Content Management System for each student at the end of each week. Any faculty member who does not comply with submitting weekly attendance will be notified by the Registrar's Office. Accurate records must be maintained throughout the semester. **Any student who accrues continuous absences of two weeks must be warned by the faculty member, and then reported to the Registrar's office for follow-up activity.** The Registrar's Office must file periodic reports on student attendance, requiring the cooperation of the faculty.

With regard to a withdrawal due to excessive absences, the faculty member notifies the Registrar's Office by filing a "Notice of Withdrawal." Students may appeal in writing by filing a "Notice of Appeal" with the Registrar's Office. The appeal must be filed within three school days of the date noted on the withdrawal form or the student loses his/her right of appeal. If a student does file an appeal, he/she must be allowed to continue to attend class, do all of the work assigned, and take all examinations until the outcome of his/her appeal is known. Students are not to be allowed to return to class until the instructor has been notified by the Registrar's Office that an appeal has been filed.

The appeal board is the Academic Review Board. In making the appeal, the student must give reasons why he/she should be reinstated in the course. The student may bring any one person to assist in the appeal. The instructor and the student are required to be present at the hearing and they should be prepared to answer questions as to the number and dates of the absences.

The Administration of Examinations, Tests, and Quizzes

1. Quizzes, tests, projects, etc. should be graded and returned promptly as feedback and an indication of progress being made.
2. The proctoring of these is NOT optional on the part of the faculty member.
3. Permission to make up tests missed will be determined by the instructor, according to such policy as set forth in the regulations issued to the class in the syllabus. All arrangements for such make-ups will be made directly with the instructor by the student. Arrangements for the proctoring of make-up tests may be made by the instructor.

Academic Code of Conduct of Centenary College

As an academic community, Centenary College endorses the pursuit of knowledge through open and honest discourse. Therefore, the College expects students to conduct themselves honestly in

all academic activities. Any action which compromises this integrity or otherwise attempts to discredit the knowledge a student has acquired is inappropriate and unacceptable. Through continued participation in the academic code of conduct, students demonstrate respect for Centenary's commitment to academic excellence. It is the intent of the College faculty and trustees that each student acknowledges and adheres to the code. The following definitions of academic code violations encompass misrepresentations of fact and falsification of any portion of the academic process:

1. Plagiarism is knowingly copying published or unpublished material without acknowledging the source.
2. Duplicate course assignment is submitting the same assignment without the instructor's approval for more than one course, or submitting an assignment based on another student's work.
3. Collusion is working with one or more students without the approval of the instructor to complete a project that is expected to be the result of individual effort.
4. Unacceptable classroom conduct includes (a) disruptive and disrespectful behavior; (b) cheating during examinations and laboratory projects by sharing material, looking at another's work, use of unauthorized books, sources, or memory aids, and/or communicating verbally or non-verbally in order to attain assistance; (c) other types of inappropriate actions that impede the learning process.
5. Falsifying information is intentionally giving fraudulent information for the purpose of (a) avoiding negative sanctions; (b) seeking special privileges; (c) assisting another in these purposes.
6. Computer interference is causing damage to or disruption of on-line databases housed on campus, including piracy of copyrighted material and inappropriate duplication of computer disk information. Sanctions for violation of the "Academic Code of Conduct" are determined by the instructor, but are limited to academic sanctions pertaining to the course in question: e.g., resubmitting the assignment; grade reduction; failure of the course; etc. Recommendations for more severe sanctions are forwarded to the ARB.

Academic Review Board

The Academic Review Board (ARB) is a standing committee of faculty and staff that is responsible for hearing appeals from students regarding disputes of accuracy concerning educational records and regarding alleged misapplications of individual faculty and College grading and attendance policies. The Academic Review Board shall hear cases concerning academic dishonesty. It shall also hear and decide all appeals regarding waiver of academic requirements. For cases concerning academic dishonesty and appeals regarding waiver of academic requirements, the hearing procedures to be followed by the Academic Review Board shall be found in both the Student Handbook and the Faculty Handbook. These procedures, as outlined in the handbooks, shall be annually reviewed by the Academic Review Board, and any revisions will be submitted to the Faculty Senate for approval. The Academic Review Board shall periodically review the progress of all students on academic probation. This Board may impose such penalties as are appropriate, including, but not limited to, probation, suspension, or dismissal. Decisions of the Board are final and not subject to appeal. The Academic Review Board shall consist of: the Chief Academic Officer, the Chief Student Services Officer, the Dean

of Academic Support, the Registrar, an administrative member of the Adult and Professional Programs, and three (3) members of the Faculty Body. The chairperson shall be elected by the members of the Committee.

With regard to attendance appeals, the ARB's procedures are:

1. The student and advisor are notified of the time of the hearing. The student is required to attend except in unusual circumstances. The instructor is expected to attend, but has the option of supplying relevant information to the appropriate Chief Academic Officer, who will state the case to the ARB. The parents and advisor may attend at their option. The student always has the right to have two people with him/her at the hearing.
2. At the hearing, the instructor or the appropriate Chief Academic Officer states the case against the student. The student then states his/her reason for appealing. The ARB then questions both the student and the instructor. The ARB has the option of consulting anyone who has information relevant to the case. The ARB will then make its decision in executive session.
3. The ARB has the right to reinstate students in courses with or without qualification, to adjust the withdrawal status of a student's grade, and to deny the appeal of the student. The ARB's decision will be reported in writing to the concerned parties.

Procedures for the appeals of grades are as follows:

1. Before filing an appeal with the ARB, the student must have met informally with the instructor to discuss the grade in question and, if unsuccessful in resolving the matter, meet with the Department Chair (or Chief Academic Officer, if appropriate) and the instructor to further discuss the situation.
2. Grade appeals will not be heard by the ARB unless they are based on a misapplication (or arbitrary application) of an instructor's or the college's grading policy. The ARB will not hear appeals based on the instructor's judgment of the quality of student work.
3. The student, instructor, department chair, and advisor are notified of the time, date, and place of the hearing. The student and the instructor are required to attend the hearing. The student's parents (with the student's release of FERPA rights) and/or advisor may attend at their option. The student always has the right to have two people at the hearing. At the hearing, the instructor states the basis for determining the grade in the course and gives the information relative to this student's grade. The ARB examines the evidence presented by the instructor and

may ask the instructor questions for clarification. The student then has approximately 15 minutes to present their case for appeal, including personal testimony, testimony of witnesses, and questions put to the instructor. The ARB then questions both the instructor and the student concerning the case. The ARB has the option of consulting with anyone who has information relevant to the case. The ARB then makes its decision in executive session. The decision of the ARB is final.

4. The ARB has the right to deny the appeal of the student; to require an instructor to accept assignments, grade them, and recalculate the grade; to change a grade when such a change is necessary because of misapplication (or arbitrary application) of the instructor's or the college's grading policy. The ARB's decision will be reported in writing to the concerned parties.

The review of the academic progress of students on academic probation occurs minimally at the end of each semester. Such reviews are conducted by the ARB in executive session. As a result of such reviews, the ARB may:

1. Suspend, dismiss, or expel a student;
2. Limit a student's credit hour load;
3. Set performance goals for students which must be met in order for the student to remain at Centenary; and/or
4. Require or recommend tutorial assistance.

Procedures for appeals of ARB decisions, including appeals of academic probation, credit limits imposed by the ARB, or dismissal are:

1. The student and advisor are notified of the date, time, and place of the appeal hearing. The student is required to attend the hearing. The parents of the student (with the student's release of FERPA rights) and his/her advisor may attend at their option. The student always has the right to have someone at the hearing to serve as his/her advisor.
2. At the hearing, the student presents the case for appeal, including personal testimony and the testimony of others if applicable. The ARB then questions the student and his/her witnesses.

The ARB has the option of consulting with anyone who has information relevant to the case. The ARB then makes its decision in executive session.

3. The ARB has the right to deny or uphold the appeal of the student or to modify in any manner the restrictions or penalties originally imposed on the student.

The ARB is also responsible for hearing appeals from students regarding the accuracy of their permanent records. Procedures are defined in the section entitled "Student's Records".

The ARB collects information on violations to academic conduct in a centralized fashion. If a student in your class has plagiarized use the form supplied on Blackboard under the Faculty/Staff tab, Forms for Traditional Students (form is also included on the next page). The nature of the violation includes plagiarism, duplicate course assignment, collusion, cheating, internet violation, and other (which the professor must specify) explained in the Academic Code of Conduct.

Student Records

Policy Statement

In accordance with the Family Educational Rights and Privacy Act of 1974, Centenary College requires that every matriculated student who chooses to have the College release copies of grades, transcripts, or any other information relative to academic performance to parents, guardians, bill payers, prospective employers, or governmental agencies must provide written authorization for the College to do so. Therefore, every student is required to complete a "Release Form" at the beginning of each semester which will either authorize the College to release such information or prevent it from doing so. A student's records will not be released without written consent, except to Centenary College faculty or staff who demonstrate a clear need to know. Other exceptions to the above policy include compliance with a judicial order or in an emergency involving the health or safety of a student or other person.

Currently enrolled students or any who have previously attended Centenary College, may inspect their records upon making an official request, in writing, to the Registrar's Office, and obtaining an appointment to do so. Students may challenge inaccuracies or misleading items in their records during the course of such an inspection. However, the fairness of a grade may not be challenged under this provision.

Procedures and Confidentiality

Within the Centenary College community only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the offices for Academic Affairs, Financial Aid, Admissions, the Business Office, and academic personnel within the limitations of their need to know.

At its discretion, Centenary College may release "Directory Information," which in accordance with the provisions of the Family Educational Rights and Privacy Act includes: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and participation in officially recognized activities and sports. Students may withhold "Directory Information" by notifying the Registrar's Office in

writing within two weeks after the first day of class for the fall term. Requests for nondisclosure will be honored by the institution for only one academic year. Therefore, authorization to withhold "Directory Information" must be filed in the Registrar's Office annually.

Academic Success Center

Through the campus Academic Success Center, located in the Harris and Betts Smith Learning Center, students may receive tutoring by professional or peer tutors. All students may request tutoring themselves or may be referred to the A.S.C. by their instructors. Students are encouraged to register for tutorial services as early as possible in a semester. Additionally, students can receive assistance with time management, effective listening skills, and note taking techniques, study strategies, and test taking hints. The staff counsels students with their academic concerns and is dedicated to helping them achieve academic enrichment and excellence. There are no fees for any of the services offered through the A.S.C.

In addition, the A.S.C. monitors situations where students may need help. Once a semester, at mid-point, faculty members are asked to fill out Academic Progress Reports. Mid-semester reports must be given to students with an average of "C-" or lower. The dates for filing mid semester reports will be announced in the Academic Calendar, however, the form also can be used throughout the semester to monitor student success. The Academic Progress Report is available in the Content Management System under the Faculty/Staff tab in the Form section under the heading "Forms for Traditional Students". Once submitted, the Academic Progress Report is directed by e-mail to the Administrative Assistant for the Academic Success Center, who is responsible for the dissemination of the progress report to the student, the student's academic advisor, and to the appropriate staff of any specialty group to which the student belongs, i.e., Athletics.

The HUB Where Higher Understanding Begins

The HUB is a place where students may come, for individual and small group instruction in how best to meet the requirements of any work they do, be it writing, math, or technology. The goal of the staff is to aid students in meeting their personal academic goals by helping them master the tools of their respective academic trade. Students consult individually with a peer tutor, meeting with them once or as often as it takes to achieve their immediate and long-range goals.

When faculty members send students to The HUB for work on an assignment, they can be assured that the tutors will:

- Not give opinions of what grade the student should receive;
- Not discuss any teacher's grading or other classroom practices;
- Not do any of the writing for the student;
- Work in order of assignment, thesis and organization, paragraph skills, style and word choice, and finally grammar, punctuation, and spelling.

The HUB will also keep lines of communication open by sending progress reports that describe in detail the session and instructions given to the student. Essentially, a good writing

tutor frees the faculty from the more tedious aspects of teaching writing and allows them to focus more on content and ideas.

The Writing Collaboratory

Located in SEAY 019 (former Tilly's), the Writing Collaboratory offers free 30-minute peer-to-peer consultations on ANY type of written communication in EVERY field of study at the College. Consultants work with students at any stage of the writing process from brainstorming to final drafts. All selected consultants are highly trained as a result of taking an intensive 16-week course where they become familiar with the theoretical aspects of Writing Center pedagogy and writing instruction. The Collaboratory provides a welcoming environment where students can interact with their fellow peers about strategies on becoming stronger and more effective writers. Our philosophy is based on the idea that creating better writers is a collaborative effort. We encourage students to come prepared to have insightful discussions with consultants about ways they can improve as writers, not just for a given assignment. In addition to collaborative writing instruction, the lab has a reference library where students can take advantage of writing handbooks or documentation guides, such as MLA and APA. The lab also has several computers that students may use to check email or work on assignments. There is a lounge area where students can take advantage of a quiet environment conducive for reading or taking well-deserved breaks in between classes. There is also a space for in-lab workshops, which will be available for students, faculty and staff throughout the College. All workshops will be run by our trained student consultants. We encourage students to take advantage of this resource throughout their entire time on campus because we believe that creating better writers requires an ongoing commitment. Students can call to make an appointment or come by to speak with our friendly front-desk staff, who are also students at the College. Students can also have drop-in appointments.

Office of Student Engagement

Centenary College attempts to keep close and personal contact with students through the Office of Student Engagement. The staff is responsible for developing programs and activities which aid in a student's social and emotional development. The aim is to make the college experience rich and rewarding for all students. The Office of Student Engagement serves as a central resource area in helping students deal with problems and concerns. Students may receive help from members of the Student Life staff or through referral to other personnel. The office also has the responsibility for student disciplinary processes and for processing student withdrawals, leaves of absences, and changes in student status and/or major.

Student Life and Development

The mission of the Division of Student Life is to contribute to the creation and maintenance of an educational co-curricular experience for all part- and full-time students. The division works to provide a supportive atmosphere that will enhance students' personal development, persistence within and commitment to the College community and beyond. Personal development is defined as helping students achieve their own potential by cultivating their self-improvement skills as they relate to themselves, their community and their profession, inside and outside the classroom

environment. This mission will be accomplished through assessing, understanding and responding to student needs; developing, promoting and implementing co-curricular programs; empowering student leaders and contributing to their effectiveness; and providing responsive advising, career and personal counseling, food, health, security and tutorial services, among others. These measures are designed and instituted in concert with the faculty and academic programs of the College, as well as with other service-oriented departments, including Admissions, Athletics, Book Store, Business Office, Facilities Operations, Library, and Registrar.

Counseling Center

Centenary College offers all students the opportunity to participate in individual counseling with a professional counselor. Group counseling is also offered as needed. Whether students are having difficulty adjusting to college or experiencing uncertainty or lack of direction in certain aspects of their life, counseling can help them develop decision making skills that can be helpful. The Counseling Center is actively involved in many facets of campus, life, including the Residence Life Program, the Fresh Start Program, New Student Orientation, and faculty and staff and student education in the area of mental health issues. Educational programs dealing with such topics as Wellness, Eating Disorders, Issues of Diversity, Substance Abuse, and Dating Violence are sponsored by the counseling department on an ongoing basis. Counseling services are available without charge and all sessions are strictly confidential. Referrals may be made to professionals or agencies in the community for long-term counseling. Ethical standards of the American Psychological Association and the National Association of Social Workers are strictly maintained. Additional information can be found on The Content Management System under the Activities tab, Main Campus Counseling Center.

Career Center

The goal of the Career Center is to assist students in connecting academic, co-curricular, and vocational experiences in a meaningful way, leading to successful career employment following graduation. Students should begin using the Career Center in their Freshman year. Exploration of personal and work values, interests, skills, and personality can be done through a variety of methods. This helps students confirm a major, select a career field, or develop employability skills throughout their time at Centenary. There are assessment tools and an extensive career library for investigation. Professional career counselors are available for individual appointments, to interpret career assessment results, assist with job search correspondence, and do mock interviews. The Center maintains a wide variety of job listings (full-time, part-time, summer positions) throughout the local and regional area. Also campus Work-Study assignments are obtained here. There are numerous workshops during the academic year to help students fine tune their job search and on-the-job maintenance skills.

Internships

The School of International Programs helps students obtain Internship assignments. These semester-long work experiences are for academic credit.

The following are the necessary steps for your advisees to take in order to secure a credit bearing internship.

All students wishing to do an internship for credit must meet the following two criteria:

1. The student must have completed 40 credits total, which includes transfer credits.
2. The student must have a minimum 2.5 GPA.

Procedure:

1. If the student meets these criteria, they must then obtain the two page registration form from The Internship Office, located in the Seay Building. The student will have the supervisor at the internship site complete the Duties/Activities section first, and then sign the registration form.
2. The student then sees their faculty advisor who will assign the learning objectives, academic assignment, and then sign the form. No student will receive credit without the signed consent of their advisor. **ALL INTERNSHIPS MUST BE PRE-APPROVED.**
3. The student then sees the Department Chair, who will then approve or deny and sign the internship registration form.
4. The student will return the paperwork with the required signatures to the Internship Office for approval, who will forward it to the Chief Academic Officer for the final signature.
5. The student has two weeks from the time they are given the paperwork to collect the signatures and return the paperwork to the Internship Office. If this deadline is not met, the student will be denied the internship for credit opportunity.

Additionally:

1. Students must be attending Centenary College at the time of the internship in order to receive academic credit for it.
2. Students **MAY NOT** do an unapproved internship at any time and attempt to receive credit for it afterwards.
3. Students may earn up to 8 elective credits per internship during a semester, for a maximum overall total of 16 elective internship credits. Please advise your students that these credits will be added to their scheduled course load, and count as if they were taking a class. The addition of a 4 credit internship may put them over the 18 credit limit, in which case they will be responsible to pay for the overage.
4. Summer internships will be charged to the summer session and transcribed as a summer course.

NOTE: An internship must be a program-related, horizon-expanding experience. The intern may not be supervised by a relative. All internships must be approved prior to beginning the job. Approval will not be granted once a job has started. **Departments may impose additional requirements; therefore, students must discuss each opportunity with their department.**

Independent Study Policy

Independent Study is an important part of the curriculum and should be used to supplement rather than replace existing courses of study. When registering for an Independent Study, the student selects a topic from a single field of learning or one that is interdisciplinary in nature, prepares and executes a plan of study in consultation with one or more instructors, and at the end of the semester prepares a research paper, or provides other evidence of accomplishment suitable to the topic. In addition, the student may be required to take an oral or written examination.

The credit to be sought for an Independent Study, which may range from one to four credits, is to be determined when the topic is approved. No more than eight credits of Independent Study may be applied toward the Associate Degree and the Master's Degree. The maximum number of credits which may be applied toward the Bachelor Degree will be determined by the nature of the student's academic program, but optimally should be no more than sixteen (16) credits.

In order to register for an Independent Study, a student must pick up the "Independent Study Application" form in the Registrar's Office, meet with the instructor(s) who is (are) to supervise the Independent Study, complete each part of the application, secure the requisite signatures, and return the application to the Office of Academic Affairs for approval signature. No student, except for extenuating circumstances, should be allowed to register for more than one Independent Study during a given semester.

Students who wish to undertake an Independent Study must meet the following conditions: (1) the student must be, minimally, of Sophomore standing (undergraduates), or have completed at least 50% of their credits (graduate students) ; (2) the student must have a cumulative grade point average of 2.75 or above.

To be approved, the proposed Independent Study must follow the regulations noted below:

- (1) The proposed Independent Study must clearly state the educational objectives it is meant to obtain, the texts or readings to be used, a complete outline of study [syllabus], the schedule of meeting times, and the method(s) to be used in evaluating the student's performance.
- (2) The proposed Independent Study must have all requisite signatures prior to being submitted to the Office of Academic Affairs for approval.
- (3) The proposed Independent Study cannot duplicate courses which are currently being offered, with the possible exception of a student having an irresolvable conflict between required classes for which no suitable alternative is available.
- (4) The proposed Independent Study for a full-time student must be assigned to the supervision of a full-time faculty member, unless there are none available [no full-time student should be assigned to an Independent Study with an evening or adjunct faculty].

All proposed Independent Study applications must be completed and submitted to the Office of Academic Affairs on or before but no later than the end of the regular add/drop period of a given semester. [Applications submitted after this deadline will not be accepted]. A limited number of Independent Study courses will be approved by the Chief Academic Officer each semester.

CLEP

The College Level Examination Program (CLEP) gives students the opportunity to receive college credit for what they already know, by earning qualifying scores on any one or more of the 35 CLEP examinations. More information regarding CLEP exam descriptions, qualifications, registration form, and exam fees can be found in the Registrar's Office.*

Prior Learning Assessment Program

Centenary College's Prior Learning Assessment (PLA) Program is designed to help the adult learner combine college courses and life and/or work experience in a nontraditional approach toward earning a college degree. This program is supervised through the office of the School for Professional Studies (SPS). Adult learners who are 23 years of age or older, matriculated, and who have earned a minimum of 8 credits of coursework at Centenary are eligible to participate in this program ¹. Students may not use PLA credits to satisfy their 32 credit residency requirement at the College ².

To become involved in the College's PLA Program, all interested students must complete a Prior Learning Assessment Preregistration Checklist through their academic/program advisor. Students must then register for and successfully complete a one-credit required course, PLA 1000: PLA Portfolio Development. This course is offered quarterly. The course will cover details of the PLA process and the mechanics of portfolio creation. After successful course completion, students will create and submit portfolios for approved course content to the Director of PLA, who will then assign the portfolios to faculty evaluators who will assess the portfolio and determine if college-level credit has been demonstrated and the amount of credit earned.

Fees:

- The Prior Learning Assessment fee for PLA1000 is the equivalent of one credit at the prevailing tuition rate at the main campus, payable upon registration for the course ³.
- The fee for PLA credits is 50% of the prevailing tuition rate per credit for the main campus. Fee payment is due in full upon submission of portfolio(s) for evaluation ³.

¹ Students in the accelerated cohort programs can **only** apply for PLA courses that are not part of their cohort of study.

² PLA credits, including CLEP credits, cannot be applied toward the College's 32 credit residency requirement. All evaluations for PLA credits must be completed by the end of the semester before the one in which the student is planning to graduate.

³ The PLA fee is not eligible for any discounts such as, but not limited to: Employee, PDS, law enforcement, etc. The fee for PLA 1000 is not covered by full-time tuition (12-18 credits); it is an additional tuition charge for 1 credit.

Faculty Evaluation Procedures and Guidelines

All Full-Time Teaching Faculty undergo periodic review of two types: 1. Annual Review, and 2. Summative Review. (For Visiting, Part-Time, and Adjunct Faculty there are two types: Formal and Interim Review. See E below.) All are “formative” in the sense that they provide feedback for improvement in performance. The Annual Review may be used to determine a Faculty member’s salary increment, if any; the Summative Review assists in making decisions regarding retention, promotion, and tenure. Both are made up of the same components: the Professional Development Report, Self-Evaluation, Student Evaluations, Peer Evaluation, Professional Improvement Plan and Administrative Evaluation. In the Annual Review the self-evaluation is optional and the peer evaluation is less extensive than that of the Summative Evaluation. All forms shall be developed via consultation between the Faculty Senate and the Office of Academic Affairs (Constitution, Art. V, Sec.3 B).

1. Annual Review

Each year, all Full-Time Teaching Faculty shall undergo Annual Review. The Annual Review shall consist of two phases: a. the collection of information for review, and b. the review and evaluation of that information. The collection of information occurs during each academic year and shall be administered and coordinated by the Office of Academic Affairs. All information is to be submitted by June 30 to the Office of Academic Affairs for evaluation.

a. Annual Review Components (Information for Review)

1) Professional Development Report

By June 15 of each year each Department Chair will hold a conference with every Department Member concerning professional development. In its broadest sense professional development is considered to include a balance among individual development within the contexts of teaching, discipline, and the Institution. Depending upon a Faculty member’s Department and discipline, professional goals can include such things as research/publications, juried/judged competitions, grants and fellowships, consultantships, papers delivered at a conference (or equivalent forum), office in a professional organization, exhibits and performances, and other such appropriate accomplishments as mutually agreed upon.

2) Self-Evaluation

For the Annual Review, self-evaluation is optional on the part of the Faculty member. Please see the Faculty Handbook for required Self-Evaluation content and format.

3) Administrative Evaluation

This shall consist of an evaluation by the Department Chair via a standardized format.

4) ABD and/or Progression of Terminal Degree Documentation

Documentation of Proof of ABD and/or Progress toward a terminal degree.
Definition of ABD (All but Dissertation):

- i. All coursework is complete (Documented by Institutional Transcript)
- ii. The dissertation proposal has been successfully defended
- iii. Permission has been granted to move forward (Documented by letter from Institution.)

If progression is being made towards a terminal degree but has not yet reached ABD status documentation must be submitted by an Institutional Transcript and/or a letter from the Institution/Dissertation Advisor.

b. Salary Increments (Review and Evaluation)

The following are understood to constitute the basic requirements of a Faculty position: adherence to College policy, teaching, advising, professional development activities, and service. The determination of Faculty salaries and increments shall be in accordance with procedures and policies mutually agreed upon by the President and Chief Academic Officer, after consultation with the Faculty Senate. Such policies and procedures shall be stated in the Faculty Handbook.

2. Summative Review: A summative review consists of two phases: a. the collection of information for review, and b. the review and evaluation of that information. The collection of information occurs during each academic year and shall be administered and coordinated by the Office of Academic Affairs and the Faculty Office. All information is to be submitted by September 1st to the Office of Academic Affairs. The information is then forwarded by September 15 to the Department Chair for review.

Faculty undergoing Summative Review are not required to undergo a separate Annual Review. Those components of the Summative Review that are in common with those of the Annual Review will be used to provide information for the Annual Review.

Each year, all Full-Time Teaching Faculty to whom it applies shall undergo Summative Review scheduled according to their employment status as follows:

Newly Hired Faculty: All full-time (term- and tenure- track) Faculty shall initially undergo a Modified Summative Review resulting in a letter to the Chief Academic Officer during the first or second semester of their appointment. This Modified Summative Review shall be conducted and evaluated by their Department Chairs and consist of components common to both the full Summative and Annual Reviews minimally including the evaluation of teaching, and other appropriate activities for a newly hired faculty member such as advising, participation in institutional and departmental activities, and demonstrated professionalism.

Note: The University reserves the right to terminate these faculty members at the end of their first or second semester.

Term Faculty who have successive one-year appointments: Summative Review is based on information collected during the previous year.

Term Faculty in their third year of a three-year appointment: Summative Review is to be based on information collected during the first two years of their appointments.

Term Faculty in their fifth year of a five-year appointment: Summative Review is to be based on information collected during the first four years of their appointments.

Term Faculty who are currently serving as Department Chairs: Summative Review follows the same calendar as Term Faculty above, with the difference that the Summative Review shall be conducted by the Promotions and Tenure Committee.

Faculty on the Tenure Track or applying for Tenure: These Faculty undergo Summative Reviews in years two, three, and six (or the equivalent for those candidates who are credited equivalent years of service (see **Article VI, Section 3**)).

Tenured Faculty every fifth year after tenure is awarded: Summative Review is based only on information collected during the four years preceding the review year.

Faculty being considered for promotion: Summative evaluations for promotion shall be based on information collected from either the candidates' initial date of employment or their last Summative Review for promotion, whichever is later. For a faculty member who applies for, and is awarded promotion inside of a five-year appointment, the next Summative Review shall be conducted five years from the date of promotion.

The President or the Chief Academic Officer can, at any time, request the nonscheduled Summative Review of a Faculty member. A Faculty member can also, at any time, request to undergo a Summative Review.

Summative Reviews for Term-Track Faculty shall be conducted by the Department Chair, who shall begin his or her Summative Reviews by September 15 each fall and conclude this work by December 1st. However, Summative Review for Tenure-Track Faculty shall be conducted by the Tenure Committee as constituted per Article VI(3)(F)(1). Tenure review, while generally conforming to that outlined below, is more in-depth and comprehensive (see Article VI). Promotion considerations for Term-Track faculty shall be conducted by the Promotion and Tenure Committee, with the Faculty Member and the Department Chair consulting prior to review the materials supporting the promotion request.

a. Summative Review Components (Information for Review): The Summative Review consists of nine (9) components:

1) Annual Review: All information collected for all Annual Reviews conducted since the candidate's previous Summative Review.

2) An evaluation of the Professional Development Report: An evaluation by the Department Chair via standardized format of the extent to which the provisions of the candidate's professional agreement were met.

3) Self-Evaluation: For Summative Review, self-evaluation is mandatory and consists of an in-depth analysis of the Faculty member's strengths and areas for possible improvement as regards teaching, advising, institutional service, and professional development. The specific form and content of the Faculty member's self-evaluation are as detailed in the Faculty Handbook. The Self- Evaluation must be submitted by September 1st.

4) Student Evaluation: Student evaluation of courses taught by the Faculty member in each academic year as follows: One regularly offered course per semester, randomly selected by the Office of Academic Affairs. One additional course per year may be designated by the faculty member for evaluation if desired.

5) Peer Evaluation:

a) Evaluation by the Committee -- review of all summative material (including the Self Evaluation material) and any other material that it may request.

b) Classroom Observation of two courses during the summative year , one selected by the Faculty candidate and observed by a full time Faculty member of the candidate's selection, and one selected by the Chief Academic Officer, in consultation with the Department Chair, to be observed by a full time faculty member of their choosing. Both observations will be conducted via a standardized form appropriate for all Departments (approved by the Office of Academic Affairs).

c) Optional: The candidate may at his or her option select a peer from within or without the Institution to submit to the Committee a written report on his/her behalf; at the request of the candidate or the Committee, the peer may speak with the Committee on the candidate's behalf. This may be especially appropriate in situations where the Faculty member has no discipline-specific peer on the Committee or at the University.

6) Administrative Evaluation – The Department Chair shall consider all relevant information, including the information submitted by the candidate as part of the Summative Review and, using departmentally approved rubrics, evaluate the candidate's teaching, scholarship and contribution to the profession, and institutional service. The process is set forth with specificity below (see Article V, Section 3, B (2) (b))

7) Current Curriculum Vitae

8) Professional Improvement Plan – The candidate shall include any Professional Improvement Plans implemented based on prior reviews. Progress based on the most recent PIP shall be included in the self-evaluation and the administrative review.

9) Other – Faculty candidate may include any additional information not specifically requested that will supplement the Summative Review. Such information might include copies of publications, copies of professional development agreements, etc.

b. Policies and Procedures Governing Summative Review (Review and Evaluation)

The Department Chair, having received training in faculty assessment, shall be responsible for the evaluation of each term-track candidate petitioning for reappointment. That procedure is detailed below. (See also Constitution, Art, V, Sec 3, B, 2b).

Note: For tenure-track candidates petitioning for reappointment, the candidate's Tenure Committee shall be responsible for the evaluation (see Constitution, Art. VI Sec 4, F).

Note: For tenured candidates (post tenure-review), the candidate's summative evaluation shall be conducted by three (3) tenured members of the Promotions and Tenure Committee (see Constitution, Article VI, Sec.4, I).

The evaluation will be conducted using University and departmentally approved rubrics in the areas of Teaching, Institutional Service, and Scholarship and Contribution to the Profession. In applying the rubrics, the Chair shall consider all information provided in the Summative package, any additional information provided in consultation with the Candidate, and other relevant verified information the Chair has obtained in his or her role as the head of the Department.

1. As part of the evaluation, the Chair shall identify where on each rubric the Candidate falls. A detailed report shall accompany the rubrics and provide specific evidence and examples to support each determination made and conclusion drawn. Additionally, the report shall include commendations for quality work and formative feedback that can be used by the candidate for continued professional growth.

The report shall conclude with a recommendation regarding whether or not the candidate should be reappointed.

2. The Department Chair's Summative Review report shall be reviewed and signed by the Faculty candidate and, along with all the supporting material, then be submitted to the Office of Academic Affairs by December 1st. Copies of this report will simultaneously be provided to the Faculty candidate. Faculty candidates who identify errors of fact in the report or who disagree with the report content must submit to the Office of Academic Affairs and the Department Chair a written statement of correction or rebuttal that will then become a permanent part of the report. Errors of fact unrelated to report conclusions will be corrected by addendum.

3. This recommendation shall be subject to the approval of the Chief Academic Officer and the President.

4. Should the Chief Academic Officer or the President disagree with the recommendation of the Department Chair, the reasons for disagreement shall be stated in writing to the Faculty member and the Department Chair.

5. In all instances, the President shall make the final decision.

6. Should a Faculty member wish to appeal any recommendation regarding retention he/she may do so by the process outlined in and according to the timetable specified in the Constitution, Article XII, Sec 2, B.

7. Copies of all material accumulated as components of every Summative Review will be made available to the Faculty member and will be maintained in the Office of Academic Affairs as part of every Faculty member's permanent file. Faculty members may request copies of specific material through the Office of Academic Affairs.

8. Unavoidable circumstances may place a candidate for Summative Review on the Promotions and Tenure Committee. In that instance, he/she shall recuse himself/herself from the discussion of his/her candidacy and if necessary be replaced on a pro-temp basis by a former member of the Promotions and Tenure Committee or, if that is not possible, by any Faculty member except those on the Faculty Senate.

9. The formative element of the Summative Review shall be included in the conference which the Department Chair shall schedule with each candidate as appropriate as part of the review process.

3. Criteria for Teaching, Institutional Service and Scholarship Contribution to the Profession: For the purposes of clarifying components and expectations regarding faculty achievement in the areas of teaching and institutional service, rubrics for Teaching and Institutional Service (approved by the Faculty Body) have been appended to the Faculty Handbook (see Appendix One: Centenary University, Teaching Excellence Guidelines and Appendix Two: Centenary University, Institutional Service Guidelines).

Recognizing the uniqueness of disciplines with regards to scholarship and professional service activities and expectations, all Departments are expected to maintain and update clear criteria for scholarship and professional service expectations within their respective disciplines and programs. Faculty are invited to consult with their Department Chairs and/or program directors should they have any questions pertaining to expectations for scholarship and contributions to the profession.

Summative Self-Evaluation Guidelines

Introduction

For a complete description of the process of Summative Evaluation, discussion of the various faculty ranks, and criteria for promotion – see Centenary College Constitution, Article V.

An area as complex and sensitive as reappointment, promotion, and tenure consideration cannot be specified so thoroughly that it includes every potential variety of information. These guidelines therefore present a general outline of relevant criteria.

Over the duration of a faculty appointment, individual patterns of development and contribution to the College's academic life and the individual's profession will emerge and can be recognized. Patterns of growth, achievement, and excellence can be substantial elements in the evaluation of an individual for reappointment, promotion, or tenure review.

Preparation of Summative Evaluation Portfolio

The faculty member undergoing a summative evaluation for reappointment, tenure review, or promotion should prepare a portfolio containing a comprehensive, detailed narrative self-evaluation with supporting documentation covering the time period since the last summative review.

Promotion Applications

Faculty members preparing an application for promotion should thoroughly review the criteria attached to the desired rank. The portfolio used for the application should be complete and detailed enough to satisfy the Committee of the applicant's qualifications for the desired rank.

Faculty members applying for consideration for promotion during the upcoming academic year must notify the Chief Academic Office in writing by March 15.

Self-Evaluation

The self-evaluation should begin with a paragraph explaining current status, rank, and years of service. Summaries should be given of general background information including education, specialty, and professional experience. A current curriculum vitae is required.

Further sections of the portfolio should include self-evaluation in the following areas:

- Teaching effectiveness;
- Professional activities and scholarship;
- Advising responsibilities;
- Institutional service;
- Plans for intended future professional development;
- If applicable – administrative and leadership responsibilities.

Other Materials

Other materials that should appear as part of the portfolio are:

- Previous evaluation summary;
- Supportive documentation.

Items to Include

Teaching Effectiveness

- Statement of teaching philosophy, style, and methods.

- List of all courses taught since last evaluation.
- Include copies of all syllabi from current Fall courses, including projects or assignments not detailed in the syllabus.
- Reflective statement of professional contribution to the teaching mission of the department or institution.
- Assessment of personal teaching effectiveness:
 - Planning and preparation;
 - Type of delivery;
 - Knowledge of subject matter;
 - Classroom management;
 - Professional attitude and competencies.
- If desired, a chart of past courses taught, to include enrollment, grade distribution, and overall student evaluation scores (# 17 on the Student Evaluation form).

Professional Activities and Scholarship

- Statement of areas of appropriate professional development in your discipline.
- List personal goals and objectives, by year, since the last summative evaluation and document the current status of these goals and objectives where possible.
- List future professional development plans.
- Current curriculum vitae.

Advising Responsibilities

- Statement of philosophy and methodology.
- Goals of advising.
- Statement of strengths and areas of development as an advisor.
- Number of advisees.
- High maintenance students and student mentoring.

Institutional Service

- Include faculty committees and other task forces within the College assigned or assumed. List the role/tasks performed as a member.
- Departmental service and responsibilities.
- Interdisciplinary and interdepartmental service and collaboration.
- Co-curricular activities.
- Participation in College-wide initiatives including recruitment and retention.

Documentation Suggestions

Attempt to provide documentation such as:

- Recent testimonial letters from students, alumni, peers, staff, administration – either solicited or unsolicited.
- Letters, memos written to advisees or others.

- Student awards or other activities under your direct advisement.
- Slides/photos/copies of recent professional/student work.
- News articles, conference, or competition programs.
- Fellowships, recognition, and grants.
- Internal policy books, handbooks, safety codes, etc.

Rules and Procedures for the Promotions and Tenure Committee

Committee Rules and Guidelines

A. Confidentiality

1. By virtue of accepting membership on the Promotions and Tenure Committee, a member agrees to keep forever-confidential any and all information pertaining to the deliberations, discussions, and nonpublic materials reviewed during the evaluation process. Violations of this agreement would be viewed by the University as constituting professional misconduct.
2. It is expected that any non-Committee personnel having access to the Committee's report shall also keep any information concerning that report confidential during the process and until the candidate has received his or her report for review and signature.

B. Role of the Member

1. Each Committee member is required to attend all meetings.
2. Each Committee member is responsible for serving as facilitator for one or more of the candidates for evaluation. In this capacity such facilitators are required to prepare:
 - A draft evaluation report and recommendation on each of his/her candidates that will serve as the principal focus for subsequent Committee discussion of that candidate.
 - A final version of this report incorporates the Committee's comments and recommendations that will serve as the formal report of the Committee's actions to the Chief Academic Officer.
 - The facilitator will be responsible for revising, preparing, and proof reading the final report prior to the Committee members signing the report.
 - The format of the report will be in accordance with the model following this procedure.
3. Candidates shall be randomly assigned to facilitators.
4. No member shall serve as a peer representative or classroom observer for any candidate.

C. Voting

1. All members of the Committee are required to vote on each recommendation for every candidate.
2. A majority vote of the Committee is required to support or not support a recommendation.
3. All votes shall be conducted by secret ballot offering two (2) responses: *Support or Do Not Support* the recommendation.
4. In the **most extreme** circumstances, a Committee member who is unable to attend a meeting at which a vote is taken may, with the unanimous agreement of the remaining Committee members, vote by proxy. It is the responsibility of the member casting the proxy vote to review the draft report of the facilitator and to become fully informed of the Committee's discussion of the candidate prior to casting his/her vote.
5. The Committee's recommendation is to be included in the evaluation report.

D. Evaluation Information

1. Committee discussions are based entirely on the written documentation provided by the candidate, Department Chair, peers of the candidate, CAO, University records, and, if applicable information provided by a representative of the candidate during a personal appearance before the Committee.
2. The report needs to be written in an objective manner that reflects analysis only of materials submitted.
3. Candidates are expected to complete their self-evaluations prior to the deadline. No extension of time will be permitted.
4. Complete documentation shall be submitted to the Committee by the constitutionally established deadline.
 - a. Missing or additional documentation will not be accepted after the deadline.
 - b. The Committee reserves the right to request clarification of documentation submitted.

E. Conclusion of Promotions and Tenure Committee Responsibilities

1. The Evaluation Report summarizes, integrates, molds, and entirely represents the perspectives of all members of the candidate's Committee. The report does not

exclusively represent the perspective or opinion of any one member, but rather is the culmination and product of all members' contributions at the time of the review.

2. The signed, completed evaluation reports are to be forwarded by the Committee to the Office of Academic Affairs.
3. The evaluation responsibilities of the committee are completely discharged with this action (item 2). Neither the Committee as a whole nor any of its members is to be subject to, or participate in any further discussion, questions, or review of either the complete report or the process by which the content of that report was created.

Curriculum Committee Proposal Guidelines

The Curriculum Committee is responsible for conducting a continuous review of academic policies and programs of the College and exploring innovative curricular ideas, teaching methods, and calendars. It shall review all proposals for curricular change including, but not limited to, all program, course, calendar, and academic policy issues pertaining to or impacting on the curriculum (Centenary College Constitution, Article IV, Section 5,E,3). All proposals for curricular change are submitted to the Committee through the originating constituency's representative to the Committee. Proposals originating from Academic Departments must receive Departmental approval prior to submission to the Curriculum Committee. Proposals receiving the approval of the Committee are forwarded to the Faculty for the final decision to enact or reject the proposed change. The Curriculum Committee shall consist of: the Chief Academic Officer, Vice President for Enrollment Management and Strategic Branding, one (1) Faculty member from each Department, and two (2) students elected by the Student Government Association in consultation with the Committee. The Chief Student Services Officer and the Dean of Students for Academic Support shall be ex-officio members without the power to vote. The chairperson shall be a Faculty member elected from the Faculty members of the Committee. No more than two (2) Department Chairs shall serve as members of the Curriculum Committee.

Proposals Requiring Curriculum Committee Review

Proposals requiring Curriculum Committee review generally pertain to the following categories:

- A. All new, substantially revised, or proposed discontinued academic programs;
- B. All Minor program revisions;
- C. All new, revised, or proposed discontinued courses of all formats;
- D. All other curricular-related new, revised, or proposed discontinued academic policies and procedure.

All other curricular changes and revisions require notification, but not necessarily the review of the Curriculum Committee. These include, but are not limited to changes of course name, content, number, and credit value; and all special topics courses offered including their name, number, and content.

Questions concerning any aspect of the Curriculum Review should be directed to the Curriculum

Committee whose decision will be final.

Proposal Development

Proposals for Curriculum Committee review can be developed by any of the following constituencies: Faculty, Academic Departments, and/or Administrators. The process for submitting a proposal for review will vary depending on the developing constituency. The format of the proposal will depend on the category of its content.

These guidelines consist of three components:

- I. General guidelines for the development of all proposals;
- II. Guidelines pertaining to the review process for all proposals;
- III. Guidelines for all proposal formats.

I. General Guidelines for the Development of All Proposals

- A. Proposals for Curriculum Committee review can be developed by faculty, academic departments and administrators. Proposals developed by constituencies other than academic departments must be forwarded for endorsement to the academic department(s) to which they pertain. Proposals that affect the Faculty as a whole, but not a specific department, shall go directly to the Curriculum Committee.
- B. Category A Proposals developed by faculty and academic departments should be referred to the Chief Academic Officer before being submitted to the Curriculum Committee. The first step in the development of all Category A proposal is filing a letter of intent with the Chief Academic Officer for his/her approval. Guidelines for the Letter of Intent can be found at the end of this document. The Chief Academic Officer will confer with the President and, if necessary, other administrative offices to obtain assurance of the compatibility of the proposed program with College planning. If the program is in keeping with strategic planning and appropriate funding is available, the Chief Academic Officer will return the approved letter of intent to the department which will then fully develop the proposal.
- C. Once approved by the Department, all categories of curriculum proposal (including the letter of intent if applicable) should be electronically submitted to the Chairperson of the Curriculum Committee at least two weeks prior to the Committee meeting at which the proposal will be placed on the agenda. Every proposal must include the information indicated below and be provided in the format requested or it will not be considered by the Curriculum Committee.
- D. Proposals received by the Curriculum Committee Chairperson will be distributed to the Committee members, who will present the proposals to their academic departments for discussion.
- E. Proposals receiving Curriculum Committee endorsement will be presented to the Faculty.

Proposals that do not receive departmental endorsement will be returned with explanation to the originating constituency for reworking, reconsideration, or resubmission directly to the Curriculum Committee for review.

II. Guidelines for the Review Process for all Proposals

There are two general classes of proposals:

- Proposals for new and substantially revised academic degree programs (Category A);
- Proposals for new and revised academic courses or minor program revisions (Categories B, C, and D).

Listed below are guidelines for the review process for each of these classes.

- A. Proposals will receive either the endorsement or non-endorsement of the Committee.
- B. Proposals receiving Committee endorsement will be presented to the Faculty for their approval.
- C. Proposals not receiving the endorsement of the Committee will be returned with an explanation to the proposal-developing department and, if necessary, initiating constituency for review or reconsideration.
- D. New program proposals approved by the faculty are forwarded to the President and the Board of Trustees for final approval.

III. Guidelines for All Proposal Formats

A. Format: Proposal for New and Substantially Revised Academic Programs

The proposal must be completed and submitted electronically to the Curriculum Committee chair.

The proposal must contain the following information:

1. Program Description

- Name of program and proposed academic degree.
- Academic department(s) having responsibility for the program and the approved letter of intent from the Chief Academic Officer.
- Complete mission statement that demonstrated relevance to the college mission.
- Listing of program learning outcomes.
- Degree requirements including distribution of credit hours, program GPA and any other program requirements.
- Indication of any required licensing or certification necessary to the employment of program graduates.

- Description of cooperative agreements with other institutions, agencies, or college departments in offering the program.
- Indication of whether accreditation is required or will be sought and if so, from what accrediting body.
- Anticipated semester and year the program (or revision) is intended to begin.
- Evidence the Centenary Greater Expectation Learning Outcomes are being addressed in the program.

2. Statement of Need

- Evidence of student demand.
- Identification of career opportunities with and without advanced degrees.
- If with advanced degrees, the identification of the specific degree(s) and their availability.
- Evidence of labor market need (local, regional and/or national, and with employer surveys, as relevant).
- Evidence of benefit to existing academic programs.

3. Similar Existing Programs

Comparison with existing programs identifying relative advantages and disadvantages of the proposed program (or revisions).

4. Resource Requirements

Estimate what costs/resources are eliminated or retained under this proposal (especially if the statement is made that no additional costs will be incurred). Provide an itemized list of required new resources, their respective costs, and the timetable for their utilization in the implementation of the program (or revisions) during the first 5 years.

Resources include:

- All personnel (full, part-time and adjunct, administration, and staff);
- Library resources;
- Equipment (technology, laboratory, etc);
- Admissions, marketing, and publication requirements.

5. Students

- Estimate annual student enrollment from inception until optimal enrollment is attained.
- Estimate positive and negative impact on enrollment in existing programs.
- List any standard and procedures for program admission that differ from those of the College.

6. Program of Study

- List of program courses and catalog course descriptions, including course number(s) as assigned by the Registrar.
- List of program learning outcomes (typically not more than 5) that are validated by the requirements, etc.
- For each course: list of topics covered.
- Schedule and sequence of all programs and necessary college courses to allow completion of degree within 4 years of full time study or 6 years of part-time study.
- Evidence of incorporation of college core and the Centenary Greater Expectation Outcomes in program (undergraduate programs only).
- Plan for assessment of learning outcomes.
- Program audit sheet.

B. Format: Proposal for New and Revised Academic Courses or Minor Program Revisions

The Proposal must contain the following information:

1. Course Description

- Name of course (or description of program revision).
- Academic department and program having responsibility for the course (or program).
- Course catalog description, number of credits, necessary prerequisites, and placement in program.
- Statement of course goals and objectives in terms of student learning outcomes and how the course fits into the overall program, learning outcomes, and assessment plan.
- List of topics covered.
- Schedule and sequence of course offering.
- Anticipated semester and year the course (or revision) is intended to begin.
- References regarding the Centenary Greater Expectation Learning Outcomes that are addressed via this course.

2. Statement of Need

- Rationale/justification for course addition or revision.
- Evidence of student and/or market need.
- Report of faculty and administrative endorsement and/or concerns.

3. Resource Requirements

Provide an itemized list of required new resources, their respective costs, and the timetable for their utilization in the implementation of the course (or program revision).

Resources include:

- 1) All personnel;
- 2) Library resources;
- 3) Equipment;
- 4) Space and furnishings;

- 5) Admission, marketing, and publication requirements.
4. Students
 - Estimated initial and sustaining annual course enrollment.
 - Estimated effect on enrollment in remaining program courses (if non-core courses).
 - Means of integrating course into (or if program revision, effect on) college core curriculum (if non-program course).

Guidelines for Letter of Intent

The purpose of the letter of intent is to gain the support of the Chief Academic Officer for a proposed new program.

The letter of intent should consist of the following:

- No more than a three paragraph explanation of the program;
- A brief statement as to how the program supports the College Mission;
- A description of all that would be necessary to financially support the program;
- A statement signed by the Department Chair attesting to the fact this program has the support of the majority of the members of the Department;
- Sign off by the Chief Academic Officer approving the program.

Grant Proposal Guidelines

The Centenary College administration encourages faculty and staff to submit grant proposals for funding that enhance the College's mission and support its goals and objectives. The following guidelines must be followed in order to assure appropriate communication through the grant process, to establish timely schedules for grant development and submission, and to include key individuals in grant development.

Two approaches to grant development are addressed: (1) proposal development based on an idea for a grant and (2) proposal development in response to a Request for Proposal (RFP).

Proposal Development:

1. Clear proposal ideas with College Relations;
 - a. Write short summary;
 - b. List cost, time and people required, objectives and institutional rationale.
2. College Relations will circulate a summary to the appropriate officers for approval and comments.
3. If initially approved, complete a cost-benefits analysis:
 - a. Faculty Research and Development Committee can be called on for assistance;
 - b. Proposals involving human subjects or vertebrate non-human animals must be submitted to the Institutional Review Board (IRB) for approval.
 - b. Vice President for Finance must now approve.

4. Conduct project research:
 - a. Ways project could be redefined;
 - b. Documentation of need (compliance of data or on site assessment);
 - c. State why Centenary is uniquely suited;
 - d. List people who can serve as advocates or advisors.
5. Meet with College Relations to determine best funding sources and to develop a timetable for the proposal development and submission.
6. Develop Proposal:
 - a. Needs statement;
 - b. Objectives (reflect needs statement);
 - c. Methods to accomplish objective;
 - d. Develop budget (with VP for Finance);
 - e. Determine evaluation process;
 - f. Establish project planner;
 - g. Determine future funding -- if applicable;
 - h. Dissemination of results (methods).
7. Submit to Faculty Research and Development Committee for comment:
 - a. Review of strengths and weaknesses;
 - b. Ideas incorporated;
 - c. Research and Development to re-approve draft.
8. Submit proposal to College Relations:
 - a. Proposal routed to Vice President for Administration;
 - b. Approval of VP's of Finance, College Relations, and Academic Affairs, and the President of the College.
9. Comply with reporting and accounting requirements with proper Vice President.

RFP's:

1. The Vice Presidents for College Relations and Academic Affairs share information.
2. RFP sent to appropriate faculty for review and recommendation.
3. If go, establish timetable with Faculty Research and Development Committee and Development.
4. Get approval of the Vice President for Finance (follow points 6-9 above).

Other Solicitations:

All solicitations should be reported to College Relations prior to approaching prospects, either corporate, alumni, business, or other individuals. In almost every case permission will be granted, but overuse of prospects and endangerment of a pending or proposed grant must be avoided. This applies to every individual on campus and all groups.

Faculty Research and Development Committee

The Faculty Research and Development Committee aids, assists, and advises both the administration and the Faculty on all matters concerning the continued professional growth and development of Faculty. The Committee establishes procedures and makes recommendations to the Chief Academic Officer(s) for the distribution of funds available to the Faculty for travel, study, research, or other development activities during academic semesters and interim periods. The Committee also administers the sabbatical program, making final recommendations to the Chief Academic Officer(s) of the College and the President of the College who, with approval of the Board, makes the final decision. The Faculty Research and Development Committee consist of five Faculty members from separate Departments. The College Relations Office staffs the Committee with one ex-officio member. The chairperson is elected from, and by, these five faculty members.

Institutional Review Board (IRB)

The mission of the IRB is assisting researchers and Centenary College administration to protect the rights and welfare of human research participants. Specifically, the IRB promotes ethical research, protects research participants' rights, facilitates research and research careers, ensures compliance with federal regulations, and protects the interests of Centenary College. Membership consists of four full-time faculty from the Social Sciences (chosen by the Senate) and one community member (chosen by the Provost and President)

Procedure for Minutes for Standing Committees

This procedure is designed to archive all committee and department meeting minutes in an effective manner for historical purposes:

- Each committee or department will establish a person or rotational system to identify who in the committee or department is responsible for taking minutes.
- Meeting minutes should be sent out to all the members within 72 hours after the conclusion of the meeting.
- The first order of business for the committee or department should be the approval of the previous meetings minutes.
- Final approved minutes should be saved by the date with underscore for spaces.
- The saved minutes should be emailed to the Director of the Office of Academic Affairs and to the Faculty Office. Please type the committee or department title in the subject heading for easy filing.
- The Director of the Office of Academic Affairs will forward the minutes to the Chief Academic Officer.

- Either the secretary or the chair for the committee or department should also keep a file on his or her computer with an archive of past minutes. The folder should be burned to a disk at the conclusion of each academic year and saved for seven years.

The Office of Academic Affairs

1. Reporting of faculty absences: When a faculty member must miss classes, the following procedure should be followed:
 - All Full-time Faculty members should notify the Faculty Absence Notification Group immediately of any proposed or emergency/medical absence.
 - The Faculty Absence Report must be completed for all absences; proposed or emergency/medical.
 - The Faculty Absence Report is found on the Content Management System under the Faculty/Staff tab; forms for faculty.
 - The completed report should be returned to the Academic Affairs Office immediately.
 - The Academic Affairs Office will distribute the form appropriately.
2. Advising: Centenary has developed an "Academic Advisement Handbook" which explains policies and procedures pertaining to academic advisement. The advising function is under the guidance of the Dean of Students for Academic Success.
3. Registration, course changes, etc.: Information on registration and course changes, as well as other academic policies, can be found in the College's catalog. Current procedural information will be distributed from the Registrar's Office during the registration and course change periods each semester. The current catalog is available on the Content Management System.
4. Class rosters and grade reports: Early in the first week of classes, faculty will receive a tentative class roster for each of their classes. During the week following the add/drop period, faculty will receive a final roster. They should check this roster carefully and report any discrepancies immediately to the Registrar's Office.

The Learning Resource Center/Library

The Taylor Memorial Learning Resource Center houses a print and audiovisual collection of 75,912 items, including 72, 129 items in print, 3,573 audiovisual materials including videotapes and DVDs, 76 current periodicals and 65 electronic databases. Most are searchable on and off campus. A library of credible Internet sources, is also available, to expedite the research process. The LRC houses 25 public access computers. Through a network of national and regional library systems, the library has access to books, journal articles, and AV material not currently available in the library. The library provides 24-hour-a-day, seven-days-a-week reference service via Q&A NJ. The library staff is trained in research techniques and is always available to assist students, faculty and staff.

Multimedia Classrooms

Centenary College currently has over thirty multimedia classrooms, located in seven different buildings: in the Seay building, the Ferry building, the Recital Hall, Trevorrow Hall, the Littell Technology Center, the Library Annex, the Library Lab, and in Brotherton. Each of these rooms are equipped with a ceiling mounted video projector, which is connected to an overhead projector, a VCR/DVD player, a desktop computer, and a docking station for the school issued laptops.

Scheduling for these rooms is handled by the Registrar, based on availability and need. To request a multimedia classroom for your course, please indicate on your course offering forms that you would like to use one before you submit them to your department chair.

Information Technology Department

The Centenary College Technology Department is responsible for maintaining and administering all on-campus computing equipment and services. In addition to over thirty multimedia classrooms, the Technology Department maintains an open access to computers in the Taylor Memorial Library, a campus-wide wireless network, and supports all administrative and student computers. Help Desk is open Monday through Friday from 8:00 am – 7:00 pm during Fall and Spring semesters, and 8:00 am – 5:00 pm during the Summer semesters. The Technology department office is located on the second floor of the Seay Administration Building above the cafeteria, and can be reached by phone at (908) 952-1400 ext. 2362, via e-mail at helpdesk@centenarycollege.edu.

In the event of an in-class problem in one of our multimedia classrooms, you can use the classroom phone to dial 2362 for help. If you get directed to voicemail you can dial “0” for the campus operator, who will alert the technician on duty.

Please report any problems to: 908-852-1400 extension 2000 or helpdesk@centenarycollege.edu.

The Bookstore

Book Orders: Department Chairs receive book order forms several months before the start of each semester. Faculty members are responsible for completing the orders and returning both copies to the Department Chair, who will send the originals to the Bookstore Manager who will review them. Faculty should keep the second copy for their records. The Bookstore Manager will contact any faculty whose orders present a problem. Faculty members are encouraged to consider cost when choosing textbooks. There are many ways to control costs for students and all ways to do such should be considered.

NOTE: The Bookstore Manager cannot order desk copies of textbooks. The Bookstore Manager will provide the forms and addresses of the publishers, but it is the responsibility of the faculty member to order desk copies directly from the publisher.

Bookstore Policy

The College Bookstore, which is a division of Follett College Stores, has set the following policy regarding textbook loans. Please contact the bookstore directly with any questions.

The Bookstore shall when necessary loan textbooks to faculty. This service is provided because we understand that getting desk copies from publishers can sometimes be difficult and often not a timely service; however, ultimately it is your responsibility to request a desk copy. If you need phone numbers and/or desk copy request forms, please ask for assistance.

The Bookstore Policy for texts that are loaned is as follows:

1. Books need to be returned within two weeks;
2. New books must be returned looking new – we return those not sold to the publishers;
3. Copies received from the publisher as “complimentary copy”, “desk copy”, or “incomplete” cannot be substituted for the loaned book;
4. All loaned texts not returned within the two-week period would then be charged to departmental budgets.

The Facilities Department

1. Work Orders: When anything needs to be moved, built, set up, or torn down, a work order must be placed with the Facilities Department. Work orders are available online, through TMA. All work orders must go through TMA

Please plan ahead to enable Facilities to schedule the work in a timely manner.

2. Emergencies: For emergencies relating to the building and grounds, such as plumbing or heating problems that arise during normal office hours notify the Facilities Department. Emergencies arising at other times should be reported to the Security Service through the Switchboard Operator.

Centenary College Conflict of Interest Policy

What is Expected

Full-time faculty members are expected to work together to meet the common goals of Centenary College — with loyalty and objectivity, and avoiding conflicts of interest.

Full-Time Faculty members and full-time members of the Executive Staff have many activities in their lives outside Centenary College. A “conflict of interest” arises when a full-time Faculty or Executive Staff member’s personal, social, financial, or political activities have the potential of **interfering with his or her loyalty and objectivity** to the college. Actual conflicts must be avoided, but even the **appearance** of a conflict of interest can be harmful.

Ways That Conflicts Of Interest Can Arise Outside Employment and Affiliations:

If Full-Time Faculty or Executive Staff members have a second job with, teach courses at, perform services for, or serve as a director or consultant for an institution or an organization that is a competitor or supplier of goods or services, this raises an actual or possible conflict of interest. (The same point applies to jobs, teaching, and consulting for an institution or organization that is seeking to become a competitor or supplier.)

Some arrangements of this kind are **never** permissible — for example, holding a full-time teaching or administrative position at another college or university, or working for or providing services to anyone with which the full-time faculty member deals as part of his or her position at Centenary.

No outside affiliations with competitors or suppliers are permitted unless:

The Full-Time Faculty or Executive Staff member obtains the written approval of his or her Department Chair or the appropriate officer in the Academic Affairs office.

*A separate Conflict of Interest Policy may be appropriate for staff members.

Sexual Harassment Policy:

Centenary College affirms its commitment to insuring an environment for all students and employees which is fair, humane, and respectful; an environment which fosters respect for the dignity and worth of all members of the college community and which supports and rewards student and employee performance on the basis of relevant considerations such as ability and effort. Behaviors that inappropriately assert sexuality as relevant to student or employee performance are damaging to this environment.

Such behaviors are prohibited by Federal Regulations, which say: "Harassment on the basis of sex is a violation of Section 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." Further, Section 106.31 (b) of Title IX states: "...in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex (1) treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service; (2) provide different aid, benefits, or services in a different manner; (3) deny any person any such aid, benefit or service; (4) subject any person to separate or different rules or behavior, sanctions, or other treatment; or (5) otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity."

Accordingly, the United States Department of Education has adopted the following working definition of sexual harassment: "Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies,

limits, provides different, or conditions the provision of aid, benefits, services, or treatment protected under Title IX."

Centenary College applies the same protection as afforded by Titles VII and IX to both students and employees in the academic and workplace environments. Therefore, it is an official College policy that sexual harassment of either students or employees is unacceptable and impermissible conduct and that it will not be tolerated. The College accepts the proposition that sexual harassment, like any Civil Rights violation, generates a harmful atmosphere and is a form of discrimination. Although sexual harassment often involves relationships of unequal power, the College recognizes that sexual harassment may involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior has a harmful effect on a person's ability to study or work in the college setting. The College will act positively to investigate alleged harassment and to effect remedy when an allegation is determined to be valid. Student and employee complaints about sexual harassment should be registered with the Equal Opportunity Employment Officer.

Anti-Harassment, Discrimination & Retaliation Policy

Introduction

Centenary College is committed to maintaining an academic and workplace environment free from all forms of unlawful sexual or other harassment, discrimination and retaliation in connection with academic and employment practices. Centenary College is an Equal Opportunity and Affirmative Action Employer. No one will be denied employment at or admission to Centenary College on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin. The College does not discriminate on the basis of any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by Federal law and regulations.

Applicability of Policy

This Policy sets forth the College's zero tolerance for sexual or other unlawful harassment or discrimination or retaliation of any kind whether it be by a faculty member, staff member/employee, student, visitor or third-party transacting business with any member(s) of the College. This Policy prohibits sexual or other unlawful harassment, discrimination or retaliation against all members of the College community (including faculty members, staff members/employees and students) as well as non-employees including but not limited to employment applicants and applicants for academic enrollment. This Policy further prohibits retaliation against anyone who complains pursuant to this Policy, or participates in an investigation pursuant to this Policy. It is the responsibility of all members of the College community to abide by this Policy. The use of the term "sexual harassment" throughout this policy includes sexual violence unless otherwise noted. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an

intellectual or other disability.

Notice of Title IX Coordinator

The Director of Staff and Organizational Development serves as the Title IX Coordinator for the College, and is the resource available to any student seeking additional information or wishing to file a complaint related to discrimination based on gender. The Executive Director of Human Resources serves as the Affirmative Action Officer for the College, and is the resource available to anyone seeking additional information or wishing to file a complaint related to Affirmative Action.

The Title IX Coordinator is located in the Seay Building, Room 313 and can be reached at 908-852-1400 x 5015. The Executive Director of Human Resources is located in the Seay Building, Room 207 and can be reached at 908-852-1400 x 2268.

Laws Regarding Discrimination & Sexual Harassment

The College abides by all applicable federal, state and local laws that prohibit unlawful discrimination or harassment on the basis of race, color, national origin, ancestry, creed, age, religion, sex, gender, affectional or sexual orientation, marital or family status, military or veteran status, disability or any other protected trait or class, in any educational or employment program, policy or practice of the College. By way of example, Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex and national origin in employment practices. Title IX of the 1972 Education Amendments prohibits discrimination on the basis of sex in education programs receiving federal funds. Sexual harassment is a form of sex discrimination and is therefore prohibited under Title IX. The Federal courts, and the Equal Employment Opportunity Commission (EEOC) in its April 1980 Sexual Harassment Guidelines, have ruled that the sexual harassment of employees constitutes unlawful sex discrimination and is a violation of Title VII. Discrimination and sexual harassment are violations of federal and state law as well as serious violations of Centenary College policy and will not be tolerated.

Definitions:

- Sexual harassment is defined as unwelcome sexual advances (including, but not limited to, sexual assault), requests for sexual favors, and/or physical, verbal or written conduct of a sexual nature.
- Submission to or rejection of such conduct is made implicitly or explicitly a term or condition of instruction, employment or participation in any Centenary College activity;
- Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual;

- Such verbal or physical conduct has the effect of unreasonably interfering with an individual's work, academic performance, or living conditions by creating an intimidating, hostile or offensive environment.

Sexual harassment is a form of discrimination because it unjustly deprives a person of equal treatment. It can endanger a person's well-being by impeding the ability to work, and interfering with educational opportunities. It can occur between people of the same sex as well as between those of different sexes.

Examples of Discrimination and Harassment

Examples of behaviors or conduct which may constitute unlawful workplace harassment and/or discrimination include, but are not limited to:

- Racial or ethnic jokes whether communicated verbally, in writing or electronically (e.g. via e-mail);
- The use of race or ethnic based nicknames;
- Responding to deficiencies in job or academic performance differently based upon the employee's or student's race, national origin or religion.

Examples of behaviors or conduct which may constitute unlawful sexual harassment include, but are not limited to:

- Unwelcome sexual propositions, invitations, solicitations and flirtations or requests for "dates";
- Visual contact, such as leering or staring at another's body, gesturing, displaying sexually suggestive objects, cartoons, posters, magazines or pictures of scantily-clad individuals;
- Denying training, promotion, or access to any other employment or academic opportunity because sexual advances have been rejected;
- Unwelcome and inappropriate touching, patting, fondling, pinching or obscene gestures;
- Graphic verbal commentary about a person's body, dress, appearance, sexual activities, whistles and obscene telephone calls;
- Sexually suggestive objects, pictures, videotapes, audio recordings, electronic communications or literature.

Supplemental Definitions

These supplemental definitions are more likely to be relevant in harassment and discrimination cases involving alleged student misconduct, but will be utilized in cases where employee or third party misconduct is alleged, when appropriate.

Sexual Assault occurs when the act is intentional and is committed either by a) physical force, violence, threat, or intimidation; b) ignoring the objections of another person; c) causing another's intoxication or impairment through the use of drugs or alcohol; or d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to provide consent.

Sexual Misconduct occurs when the act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that consent was given without having met his/her responsibility to gain consent. Situations involving physical force, violence, threat or intimidation fall under the definition of Sexual Assault, not Sexual Misconduct, and will be treated as such under these procedures.

Retaliatory Harassment occurs when intentional action is taken by an accused individual or allied third party that harms an individual as reprisal for filing or participating in a grievance proceeding.

Policy Against Retaliation

The College prohibits unlawful retaliation against anyone who has complained about unlawful sexual or other harassment, discrimination or retaliation, as well as those who support any individual making such complaint or who provide information or participate in an investigation into any such good faith complaint or report. Fear of retaliation should not be a barrier to reporting incidents of harassment or discrimination, or to the making of any good faith complaints whatsoever. Retaliation is a serious violation of Centenary College policy and will not be tolerated. Retaliation is, in addition to the underlying conduct about which a Complainant has complained, grounds for disciplinary action.

It shall not be retaliation for a Claimed Offender to defend him/herself against a complaint of sexual or other harassment, discrimination or retaliation under this Policy.

Formal and Informal Grievance Procedure for Student Complaints

This procedure is intended to apply to student grievances against employees, student grievances against third party persons, employee civil rights grievances against students, and student-on-student civil rights grievances. Individuals who are aware of or have experienced an incident of sexual harassment or sexual assault should promptly report the matter to one of the following individuals:

Student /Student Harassment	Student Life on x 2291*
Student/Faculty or Staff	Student Life on x2291*
Faculty/Faculty	Provost on x 2261

All representatives in the offices listed above have the responsibility to report the incident to the Title IX Coordinator, Barbara Hetzel on x5015 or in her absence, the Executive Director of HR, Virginia Galdieri on x2268. A student complaint involving sexual harassment, sexual misconduct or sexual violence is considered a Title IX violation and will be addressed through the Title IX Coordinator.

All other grievances by students against students or employees against students will be addressed through the student conduct procedures found in the Student Handbook

*after 4:30 p.m. please report directly to your Resident Director or Resident Assistant

Informal Dispute Resolution Efforts

Before pursuing the formal complaint process, every reasonable effort should be made to constructively resolve issues with faculty, staff, or administrators, including following procedures for a formal appeal. Whenever possible and safe, the problem or complaint should first be discussed with the individual involved in the complaint. If satisfactory resolution is not reached after discussion with the individual, the student should contact the individual's direct supervisor to attempt to resolve the complaint. If these efforts are unsuccessful, the formal complaint process may be initiated. The College does not require a student to contact the person involved or that person's supervisor if doing so is impracticable..

Complaint Procedures

The procedures described below are provided for the prompt and equitable resolution of complaints by faculty members, staff members/employees or students who believe they might be the victim of a specific act or pattern of conduct falling within the above definitions of harassment or discrimination and/or complaints which involve retaliation regarding complaints about such conduct or participation in an investigation into any such complaint. Any individual having such a belief, or making such a claim (referred to as the "Complainant"), may do either or both of the following:

1. Engage In Self-Help

In circumstances where the Complainant believes he or she has been or is the subject of unlawful sexual or other harassment, discrimination or retaliation, and that there is no jeopardy to the Complainant's personal safety, the Complainant may, solely at his or her option, verbally or in writing communicate to the Claimed Offender that the behavior is unwelcome and/or offensive and request that the conduct cease immediately. The Complainant should keep a record of what happened, the date it happened, the names, addresses and telephone numbers of any witnesses to the conduct, and a record of his or her communication with the Claimed Offender.

2. Complaint

The Complainant may make a complaint to the Executive Director of Human Resources/Equal Opportunity Employment Officer (referred to as the Executive Director of HR) or designee. Complainants are encouraged to provide the following information to the Executive Director of HR or designee, preferably in writing:

The Complainant, if a student, may make a complaint to the Title IX Coordinator or designee. Examples of designees could be the Resident Advisor, Resident Director, a Student Life representative, or any person that reports an incident. Details of the complaint procedure are outlined as follows:

- The Complainant's name and status within the College community including:

- For faculty member or staff member/employee's: title, department, fulltime or part-time status
 - For students: academic program, student status (1st or 2nd yr, etc.);
- The basis for the complaint: unlawful sexual or other harassment, discrimination and/or retaliation;
- A brief description of what occurred including, but not limited to, dates and times of all claimed unlawful conduct; names and any available contact information of witnesses or individuals who have any knowledge of the claimed unlawful conduct;
- The name and position/status of the College community member or visitor or third-party who engaged in the claimed unlawful conduct;
- The date on which the Complainant first knew of the claimed unlawful conduct and any steps the Complainant has taken, to date, if any, to resolve the complaint;
- A statement of the remedy or relief sought by the Complainant;
- The Complainant's signature and date of signature;
- Copies of materials, if any, which the Complainant believes may be relevant to the College's investigation should be attached and/or provided.

Any complaints under this Policy shall be made within 90 days following the last claimed act of unlawful sexual or other harassment, discrimination or retaliation. Where self-help was pursued by the Complainant, or for any good cause to be determined by the Executive Director of HR, the 90-day limit may be extended by the Executive Director of HR in her or his sole discretion.

The Executive Director of HR, or in the case of a Title IX complaint, the Title IX Coordinator will review with the Complainant the Complainant's perception of unlawful sexual or other harassment, discrimination or retaliation. The Executive Director of HR or Title IX Coordinator may then do any of the following things, or any combination thereof, in her or his discretion:

- Discuss (separately) with the Complainant and the Claimed Offender the claimed unlawful conduct;
- Gather any other information or conduct any investigation or interviews that the Executive Director of HR or Title IX Coordinator, in her or his discretion, deems appropriate;
- Remind the Claimed Offender of the College's Policy against such claimed unlawful conduct and this Policy's provisions against retaliation;
- Attempt to facilitate an informal solution to the extent practicable under the circumstances;
- Take other steps deemed appropriate by the Executive Director of HR or the Title IX Coordinator which may include (i) instructing the Complainant and Claimed Offender to refrain from engaging in any communication except that which is required for business and/or academic purposes pending resolution of the matter; and/or (ii) taking appropriate steps so that the complainant and the Claimed Offender will have minimal or no business or academic contact with one another, to the extent practicable, pending resolution of the matter.
- Refer the complaint to the Anti-Discrimination and Harassment Committee (the

“Committee”) for review, investigation and action by that Committee as set forth below if the Executive Director of HR deems the same appropriate under the circumstances after consultation with the President or designee. Any determination by the Executive Director of HR to forward a matter to the Committee for review and action shall be made as soon as practicable and in no event later than 90 business days of the Executive Director of HR’s receipt of a complaint under this Policy absent good cause warranting an extension of time.

While the Executive Director will be sensitive to a Complainant’s wishes not to proceed, if any, in certain circumstances, the College may need to take action including, but not limited to, the referral of a complaint to the Committee for further review and/or investigation and action consistent with the College’s legal obligations and/or this Policy. Should a resolution of the matter deemed appropriate to the Executive of HR be reached short of the forwarding of the complaint to the Committee, the Executive Director or designee will file all documentation concerning a complaint against any faculty member, staff member/employee or student in the Human Resources Department separate from faculty or staff member/employee personnel files or student files, as the case may be. These records will be maintained in order to document that a complaint was made and that a resolution was reached. However, letters of disposition will be filed in the faculty or staff member/employee personnel files and student files, respectively.

Within 15 business days of any determination by the Executive Director of HR that a complaint should proceed to the Committee for review and/or investigation and action, the Executive Director of HR shall convene the Committee which shall commence review and/or investigation of the matter.

For any complaint against a faculty member, or by a faculty member against another faculty member, the Committee shall consist of 2 faculty members selected by the College (1 male/1 female) who are not involved with the complaint, and the Executive Director of HR.

For any complaint by a faculty member against a staff member/employee, student, visitor or third party transacting business with the College, the Committee shall consist of 2 members, 1 faculty member and 1 Administrative Official, (1 male/1 female), selected by the College who are not involved with the complaint, and the Executive Director of HR.

For all other complaints, the Committee shall consist of 2 Administrative Officials selected by the College (1 male, 1 female) who are not involved with the complaint, and the Executive Director of HR.

The Executive Director of HR shall chair each Committee and orient it to its responsibilities. The Committee shall hear statements from the Complainant, the Claimed Offender (separately) and other persons as the Committee may, in its sole discretion, deem essential for reviewing the complaint and shall review all documentation which the Executive Director of HR may supply to the Committee, if any.

The Executive Director of HR shall, as soon as practicable and in any event no later than 90 business days after receipt of the complaint, make reasonable effort to ensure that a fact-finding

investigation of the complaint is completed and that the Committee submits a final report, inclusive of recommendation(s) regarding resolution of the complaint, to the President or designee and others with a legitimate need to know within 90 business days of receipt of the complaint by the Committee. The final report shall be based upon statements and evidence presented formally during the course of the hearing. If the Claimed Offender is found to have violated this Policy, the Committee may, in determining its recommendation(s), take into account previous disciplinary action(s), if any, against the Claimed Offender.

Upon receipt of the Committee's recommendation, the President of the College or designee will, in the case of a staff member/employee, student or other individual not governed by Article IX of the College's Constitution, make a final and binding decision and, in the case of a faculty member governed by Article IX of the College's Constitution, make a recommendation. The final and binding decision or recommendation, as the case may be, may include, but is not limited to, (1) a letter of disposition which includes a statement of the College's Policy against unlawful sexual or other harassment, discrimination and/or retaliation or (2) a letter of disposition stating the discipline or recommended discipline for the Offender up to and including termination of employment for a staff member/employee, expulsion in the case of a student and dismissal for cause in the case of a faculty member governed by Article IX of the Constitution.

In the event (1) the Claimed Offender is a faculty member governed by Article IX of the Constitution of the College and (2) the President recommends any action subject to the provisions of Article IX, Section D, the procedures set forth in Article IX, Section D shall be followed. If any complaint under this Policy is made against the Executive Director of HR, the functions assigned to that person under this Policy will be transferred to an individual designated by the President of the College. In addition to utilizing the internal procedures set forth in this Policy, any faculty member, staff member/employee or student who believes that she/he has been the subject of unlawful sexual or other harassment, discrimination and/or retaliation may file a complaint directly with external agencies that investigate discrimination, harassment and retaliation charges.

Prompt Investigation and Confidentiality

Complaints of unlawful sexual or other harassment, discrimination and/or retaliation are serious violations of College policy. Once a complaint of unlawful sexual or other harassment, discrimination or retaliation has been made, the College has an obligation to promptly investigate the matter. The College will be respectful of the Complainant's wishes not to proceed, recognizing, however, that in certain circumstances the College may need to implement any or all of the procedures set forth above and/or other appropriate action in accordance with the College's legal or other responsibilities. The College will take prompt remedial action to address a substantiated complaint of unlawful sexual or other harassment, discrimination or retaliation as deemed appropriate by the College, in its sole discretion, and in accordance with this Policy and all applicable law.

All investigations into claims of unlawful sexual or other harassment, discrimination and/or

retaliation will be conducted respectfully. Every reasonable effort will be made to preserve confidentiality, to the extent practicable, however, in the course of an investigation it will be necessary to discuss the complaint with the Claimed Offender, other persons who may have relevant information and those with a legitimate need to know.

Duty to Cooperate

Supervisors, those who have supervisory responsibility over faculty members, staff members/employees, are under an affirmative obligation to report incidents of unlawful sexual or other unlawful harassment, discrimination and/or retaliation which come to their attention via formal or informal complaints, or which they otherwise come to know about. Supervisors may be held individually liable or otherwise responsible for failing to report matters about which they knew or reasonably should have known. Supervisors should not, under any circumstances, try to “handle the matter” on their own. Individuals who have a responsibility under the law or under this Policy for taking action to discover and to put an end to unlawful sexual or other harassment, discrimination and/or retaliation do so as agents of the College and accordingly will be defended legally by the College for all such action taken in good faith, even if mistaken.

All non-supervisory employees who observe or witness what they believe may be unlawful sexual or other unlawful harassment, discrimination and/or retaliation, or who learn about such conduct, must promptly refer the matter to the Executive Director of HR, or if the matter is against the Executive Director of HR, to the employee’s own supervisor who will report it to the Vice President of Finance/CFO. Unlawful harassment or discrimination against non-employees will not be tolerated and similarly must also be reported. Employees should not, under any circumstances, try to “handle the matter” on their own.

Standard of Proof

A violation of this Policy must be established by a preponderance of the evidence. The Complainant carries the burden of proof. Neither party can be compelled to make statements at the hearing. Anyone who decides not to offer statements at the hearing, must sign the “Statement of Voluntary Decision Not to Offer Testimony” (Statement) which is a statement indicating their understanding of their right to make statements and acknowledging their decision not to do so. Should a party decide not to offer statements and also refuse to sign the Statement, the Executive Director of HR shall sign the Executive Director’s own name to the Statement, stating that the Executive Director of HR was so advised by the party of that party’s decision not to speak on their own behalf. While the Committee shall not draw a negative inference from the failure of either party to speak on their own behalf, that decision not to speak on their own behalf does not change the burden of proof.

Time Limits

Any time limits set forth in this Policy may be extended by the Executive Director of HR for good cause which shall be determined by the Executive Director of HR in her or his sole discretion. For purposes of this Policy, “good cause” shall include, but not be limited to, examination periods or schedules, College recess and any other facts or circumstances rendering the time limits set forth

in the Policy unreasonable or impracticable. By way of example, in the event that an investigation requires the interview of a faculty member(s), student(s) or staff member/employee(s) who may be unavailable between semesters, and those interviews are significant to the investigation, these deadlines may be extended by the Executive Director of HR until the beginning of the following semester. The Complainant and Claimed Offender will be given reasonable notice of any such extensions of the time limits set forth in the Policy. In the event the Complainant fails to respond within the time limits provided, upon written notice of such failure by the Executive Director of HR to the Complainant, the complaint will be deemed to have been withdrawn.

Academic Freedom

The ability of the College to achieve its purposes in large part depends upon the quality and integrity of the academic work that its faculty and students perform. In the College's educational setting, as distinct from other workplaces within the College, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Conduct, including pedagogical techniques, that serves a legitimate educational purpose does not constitute sexual or other unlawful harassment, discrimination or retaliation. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants.

Nothing contained in this Policy shall be construed either to (1) limit the legitimate exercise of free speech including, but not limited to, written, graphic or verbal expression that can reasonably be demonstrated to service legitimate educational, artistic or political purposes, or (2) infringe upon the academic freedom of any member of the College community. Routine differences of opinion that arise but are not based upon legally impermissible criteria are not covered under this Policy.

Complaints Filed by the Executive Director of Human Resources

The Executive Director of HR may file a complaint of unlawful sexual or other harassment, discrimination or retaliation against an individual believed to have engaged in such conduct, based on the number of complaints filed against the individual. In the event of a complaint under this section, the Executive Director of HR shall function as the Complainant. The President or designee shall assign the functions of the Executive Director of HR delineated in this policy to a member of the Executive Staff.

Appeal

A Claimed Offender who is found to have violated this Policy may appeal the decision by submitting a written letter of appeal to the President within 30 days of receipt of the President's letter of disposition. The President or designee will decide if an appeal should be heard. This decision will be based on new evidence or a failure to observe due process. Appeals will not be heard to reconsider penalties. If the President or designee decides that an appeal should be heard, the President or designee will review the information, decide and issue a letter of disposition of appeal within 30 business days from receipt of the letter of appeal. This appeal procedure applies to all violations of this Policy with the exception of those cases wherein an appeals procedure contained in the College Constitution is applicable in which case the appeals procedure contained in the Constitution shall apply.

False Accusations

Once a complaint of unlawful sexual or other harassment, discrimination and/or retaliation has been made and it is determined that a faculty member, staff member/employee or student knowingly made a false or dishonest accusation of unlawful sexual or other harassment, discrimination and/or retaliation, or knowingly provided false information in the course of an investigation of such a complaint, such conduct ***will be grounds for disciplinary action up to and including discharge in the case of a staff member/employee, expulsion in the case of a student and dismissal for cause in the case of a faculty member governed by Article IX of the Constitution.***

Monitoring

Subsequent to the resolution of a substantiated, reported incident of claimed unlawful sexual or other unlawful harassment, discrimination and/or retaliation, the Executive Director of HR shall follow up with the Complainant within an appropriate period of time to ensure that the conduct covered by this Policy has ceased, that corrective action has been complied with, and that retaliation has not occurred.

Record Keeping

Any investigatory records of a complaint against a faculty member, staff member/employee or student under this Policy are confidential and shall be maintained in the office of the Executive Director of HR or in cases of Title IX Violations in the Office of the Title IX Coordinator, separate from faculty or staff/employee personnel files and/or student files, as the case may be. A copy of any Letter of Disposition will, however, be maintained in the faculty or staff member/employee personnel file or student file, as the case may be, of both the Complainant and Claimed Offender, respectively. The College's release, if any, of confidential investigatory records shall be consistent with applicable state and federal law.

EMPLOYMENT AT-WILL

While this Policy is intended to provide for the prompt and equitable resolution of complaints regarding unlawful sexual or other harassment, discrimination, and/or retaliation, this Policy is not intended to abrogate or limit in any way the status of any at-will staff member/employee and/or agent of the College. This Policy does not create an employment contract or a guarantee of continued employment for any staff member/employee and/or agent. Nor does this Policy abrogate or limit the College's authority or discretion to make all lawful employment decisions, including decisions about discipline, suspension without pay, discharge, corrective action concerning conduct that the College deems unacceptable, improper or inappropriate regardless of whether that conduct constitutes sexual or other harassment, discrimination, or retaliation. Nor does it limit the College's authority or discretion to impose a non-disciplinary suspension without pay pending the results of an investigation subject to the provisions set forth in the College Constitution, to the extent the same may be applicable.

This Policy is a product of the law as it currently exists. The College reserves the right to revise, modify, amend, or terminate any part or all of this Policy at any time in the College's sole discretion without prior notice.

Policy on HIV Virus

Centenary College regards the human immunodeficiency virus (HIV) as an important public health issue. Centenary College does not discriminate on the basis of the HIV virus. Fundamental to the College's response to the HIV virus is the commitment to respect the rights and reasonable concerns of everyone, including those individuals living with this condition. Centenary College expects people who are aware that they have the HIV virus to take precautions against knowingly infecting others. It is the responsibility of every individual to prevent the transmission of the infection.

In compliance with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the New Jersey Law Against Discrimination, people living with the HIV virus are accorded rights of access to every aspect of Centenary College life, including but not limited to regular academic, employment, social, cultural, spiritual, athletic activities, student support, and Human Resources services. Centenary College makes reasonable accommodations for people living with the HIV virus.

Respect for the confidentiality of any person with the HIV virus is of importance. Given the current medical information about the HIV virus, there is no justification to warn others of the presence on campus of someone with the HIV virus or a positive HIV antibody test. It is the right of any person with the HIV virus to decide with whom and how this personal information is or is not shared. Non-consensual disclosure of another person's HIV virus status is strongly discouraged. In accordance with the American College Health Association guidelines and in compliance with federal and state laws, regulations, and policies that protect the confidentiality of student and employee medical records and student educational records, no person, agency, insurer, employer, or institution will be provided with any medical information without the prior written consent of the individual or court order requiring such production. Confidential HIV testing is provided periodically on the College campus, free of charge, through the services of the Public Health Department of Warren County.

Any form of discrimination against any person or groups of people who have or who are perceived to have the HIV virus is unlawful. Any person with the HIV virus is guaranteed equal accessibility to any campus facility or activity. Such individuals retain all rights described in this policy. Discrimination or harassment of any kind against any person or groups of people who have or who are perceived to have the HIV virus violates College policy and will not be tolerated.

The primary center with current HIV virus-related information on this campus is the Health Services Office located in the Seay Building. The College makes available timely and current HIV prevention educational material to members of the Centenary community. This information is disseminated throughout the Centenary community through the Health Services Office and the Office of the Vice President of Student Services.

Any violation of this Policy should be reported to the Director of Human Resources who is the Equal Opportunity Employment Officer of the College. Violation of this Policy or failure to cooperate with investigations pursuant to this Policy may result in disciplinary action up to and including termination for employees and expulsion for students.

This Policy is a product of the law as it currently exists. The College reserves the right to revise, modify, amend, or terminate any part or all of this Policy at any time in the College's sole discretion without prior notice.

Faculty Benefits

All benefits offered by Centenary College to those full-time and part-time employees who are authorized to work a minimum of 1,000 hours per year are outlined in the Centenary College Employee Benefits Summary booklet which is issued to all benefits-eligible employees through the Human Resources Department.

Benefits include:

- Medical and Prescription Drug Insurance Plans
- Dental Insurance Plans
- Vision Plans
- COBRA
- Medical Benefits
- Life and Accidental Death & Dismemberment Insurance
- Medical Leave, Temporary Disability Policy
- Long Term Disability Insurance
- Maternity Leave, Temporary Disability Policy
- Leaves of Absences
- Retirement Plan
- Tuition Benefit Program
- Credit Union
- Dining Hall Benefit
- Savings Bonds
- Tuition Exchange Program of the Council of Independent Colleges
- Holidays & Recess Policy
- Personal Day Policy
- Vacation Policy
- Sick Leave Policy

Detailed information on Employee Benefits can be found on the College's website or by contacting the Human Resources Department.

Leaves of Absences

Temporary Disability Policy for Medical Leave

An eligible employee needing a leave of absence due to a temporary disability is expected to discuss the matter with his or her Supervisor. The Supervisor should notify the Human Resources Department in writing. Supporting documentation with recommendation from the treating doctor must be provided by the employee and submitted to the Human Resources Department. The employee may choose to charge the absence to accrued sick time. If accrued sick time is exhausted, the employee may be placed on leave of absence without pay; however, the employee may instead choose to apply for temporary disability benefits. Claim forms are available through the Human Resource Department. Determination of any allowable benefits will be made by the appropriate provider. Temporary disability benefits apply to non-work related injury or illness.

The New Jersey Family Leave Act (NJFLA)

The law gives eligible employees the right to take unpaid leave from employment for medical and/or medical reasons.

Eligibility: Under the NJFLA of May 4, 1990, employees who have been employed by Centenary College for at least 12 months and worked 1,000, or more, base hours during the preceding 12 month period may be eligible for a family leave of absence for a period not to exceed 12 weeks in any 24 month period.

General: “Family Leave” is defined as leave from employment to allow the employee to provide the necessary medical care to a family member as defined as below. Allowed reasons for Leave under NJFLA are:

- The birth of a child of the employee or placement for adoption of a child with the employee. The leave must commence within the first 12 months of the event.
- Serious health condition of a spouse, parent (biological, adoptive, foster, step, parent-in-law, or legal guardian), or child (biological, adopted, foster, step, legal ward).

“Serious health condition” means an illness, injury, impairment, or mental condition which requires 1) in-patient care in a hospital, hospice, or residential medical care facility, or 2) continuing medical treatment or continuing supervision by a health care provider. Further information on all forms of Leaves, as described in the Summary of Employee Benefits, can be found on the College’s website or by contacting the Human Resources Department.

Firearms Policy

Centenary College requires adherence to the provisions of the laws of the United States of America and of the State of New Jersey.

Drug-Free Workplace Policy

Centenary's employees are one of the College's most valuable assets. Therefore your safety, health, and well being are of paramount importance to the College. In a society where substance abuse seems to be increasing faster than society's ability to cope with the growing crisis, the time has arrived when institutions of higher education and all employers must take decisive action in response to the dangers that addiction poses for their employees, as well as for the stability and integrity of their respective businesses.

Research shows that substance abusers are late and absent more often than non-abusing co-workers and are subject to more accidents which often involve non-abusing fellow employees. They are less effective in their jobs and in some instances steal from their employees to support their addictions.

Accordingly, Centenary's policy is to maintain a drug-free work place. In conformance with that policy, the lawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the work place. For this purpose the term controlled substance includes all forms of narcotics, hallucinogens, depressants, stimulants, and other drugs whose use, possession, or transfer is restricted by law. Drugs prescribed by a physician, dentist, or other person licensed by the state or federal government to prescribe or dispense controlled substances and used in accordance with their instructions are not subject to the restrictions of this policy.

The above penalties notwithstanding, Centenary recognizes that many people who abuse alcohol or drugs are in need of counseling and assistance. Recognizing this, Centenary offers assistance in coping with and overcoming problems of substance abuse through the College Health Office. Centenary invites and encourages all employees who have questions or need assistance to contact the Health Office for confidential referrals to agencies or facilities providing appropriate treatment. Any employee who enters a treatment facility will be placed on a medical leave of absence and will continue to receive his or her full pay as long as accrued sick and vacation time are used during the disability period. If these items are fully expended, the employee may choose to apply for N.J. State disability benefits. Depending upon individual circumstances, some of the costs for such treatment may be covered under the employee's medical benefit plan.

This notification is made in response to, and in compliance with, the Drug-Free Workplace Act of 1988, USC 5152-59 (Issued & Posted 8/89).

Smoking Policy

As safeguards against fire and in consideration of the health of our community members, the following regulations have been established:

A. Smoking is prohibited in all public buildings including:

- Seay Building (including Formal & Informal Dining Halls)
- Ferry Music and Arts Building
- Trevorrow Hall
- Taylor Memorial Library and Academic Support Center
- Brotherton Hall
- Reeves Student Center
- Harris and Betts Smith Learning Center
- Littell Technology Center
- Lackland Center

A. Smoking is prohibited in the following Residence Halls:

- Reeves Hall
- Smith Hall
- Bennett-Smith Hall
- Founders Hall

In the remainder of residence halls students may smoke **ONLY** in their rooms.
No smoking in beds.
Students are held responsible for any smoking-related damage to the property in her/his room and residence hall.

Note: Smoking is permitted in students' individual rooms as detailed above, and in the areas outside the buildings. However, smoking is NOT permitted outside the Receptionist Desk at the main entrance of the Seay Building, nor in any other outdoor areas where "Smoking Prohibited" signage is posted.

C. Remember, enforcement of the policy is all of our responsibility. Any member of the community observing an infraction of the smoking policy is encouraged to remind violators of the policy. Centenary community members are also responsible for their guests respecting all regulations. Infractions may be documented. Complaints may be addressed to the Vice President of Student Engagement Office.

Inclement Weather Policy

Centenary College normally does not close; however, in extreme situations including inclement weather, there may be a closing of academic and/or administrative offices, a delayed opening or an afternoon early closing. In the event of extremely inclement weather, you may access this information as follows:

- Check the College website for information at <http://www.centenarycollege.edu>, or look on the Content Management System main page.
- Register with the Information Technology Department to have a text sent to your mobile device.
- Call 908-852-1400, which is the Main Telephone Reception Desk in the Seay Building. There will be a telephone recording regarding this information, or you may press “0” to speak with a Telephone Receptionist.
- A telephone chain may be activated in your department to notify employees of this information.
- You may also check with the following radio and television stations which will be notified of a closing or a delayed opening:

Radio Stations

AM 1510	WRNJ	Hackettstown, NJ
AM 1360	WNNJ	Newton, NJ
AM 790	WAEB	Allentown, PA
FM 91.9	WNTI	(After 7:00am)
FM 95.1	WZZO	
FM 99.1	WAWZ	
FM NJ 101.5	WKXW	
FM 103.7	WNNJ	
FM 104.1B104		
FM 96.7	WTEX	
FM 96.7	WSUS	Sussex County

Television Stations

Channel 62, News 12 New Jersey
 Channel 4, NBC News
 Comcast Channel 18 WFMZ TV 69

Members of the College Community may sign up for the E2Campus Alert Notification Systems through the IT Department to receive inclement weather and other emergency notifications by cell phone text message and email. The College will make every effort to reach a decision within a reasonable amount of time regarding inclement weather situations. When and how weather becomes inclement often makes this a challenge. If the College closes, operates under a delayed opening schedule or an afternoon early closing, employees who are scheduled to work during that time will be paid for the time that the College is closed. If the College has not announced a closing, delayed opening or afternoon early closing, those Staff employees who choose not to report to work due to inclement weather are required to charge the absence to available vacation time, personal time or accrued compensatory time, if available. If no banked time is available, a salary deduction will be made.

The Office of Academic Affairs will make every reasonable effort to make a decision within a timely manner. When and how weather becomes inclement often makes this a challenge. Faculty who are absent due to inclement weather should notify the Faculty Absence Notification Group. This should be followed by a completed "Absentee Form" sent to the Office of Academic Affairs. Plans as to how missed classes will be made up need to be specified. If you plan ahead,

you may be able to conduct class in a distance learning format. A faculty member who is absent the entire day and does not conduct class will have a sick day applied to the absence. If the faculty member makes up the class(es) missed, the absence(s) will be eliminated, if documented to the Director of Human Resources. A faculty member arriving late, but who is present for at least a portion of the day to fulfill responsibilities, will not be considered absent.

Reservation of College Vehicles

Centenary College Owned Vehicle Usage Policy and Procedure Statement

Centenary College will have one policy for the entire campus. This policy will be consistently implemented by all departments, divisions and student group advisors. Compliance by all departments, divisions and student groups is mandatory.

The policies and procedures are as follows:

Procedure and policies for driving rented vehicles or privately owned vehicles for College trips where the passengers are other Centenary staff, faculty, or students, will be the same as for those driving College owned vehicles.

Drivers of rented or privately owned vehicles on College business will need to submit their state driver's license for a review of the driver's history. This is coordinated by the Van Coordinator and Centenary College's insurance company (keep in mind it takes 7-10 days for approval).

Requests for authorization to obtain driving records will be billed directly to the department/division/student group, which directly supervises the driver applying for a College license. All those requesting to drive for Centenary College must read, understand, and sign a driver obligation form and an authorization to obtain driving records. Both forms must be signed by an approved staff, faculty member, or student group advisor and submitted with a copy of the state driver's license to the Van Coordinator for processing and filing.

Once approved, the faculty member will receive a Centenary College Driver License and a copy of the Centenary College usage policies and procedure statements. Drivers are not permitted to drive for the College until receiving this information.

The Centenary College Driver License must be renewed every fall semester (no later than October 15th) or it will be considered cancelled. Drivers who are removed from the insurance policy will have to reapply for a college license. Faculty members will have to submit the re-application forms, which take approximately 2 – 3 weeks to be processed. In addition, the supervising department will be billed for an authorization to obtain driving records.

Requests for use of the College vehicles will be coordinated through the van coordinator's office by contacting ext. 2297. College vehicles are provided on a first come, first serve basis. Vehicle reservations will not be accepted from students unless accompanied by written documentation from the department supervisor.

Drivers are not provided with the reservation. It is the responsibility of the faculty member reserving the van to find a College licensed and suitable driver for their trips. A list of available drivers may be provided if requested.

Gas vouchers will be provided and gas is charged to the College account. Any driver who does not use the contracted gas station for fuel service will not be reimbursed by the college. If there

is a necessity to use alternate gas stations for fuel service (i.e. overnight trips, trips of lengthy distance), drivers should make arrangements with the department supervising the trip for monetary gas expenses or reimbursement.

Keys to vans and vehicle packets are to be picked up the day of the trip and returned immediately upon completion of the trip. Trips departing campus prior to 9 am weekdays must be picked up the day prior. Saturday and Sunday trips key packets should be picked up the Friday before the scheduled trip. Weekend and late evening trip key packets should be returned the Monday following the trip.

Revised 1/30/12

Revised 2/18/12

Revised 4/15/12

Revised 5/17/13

Revised 10/1/2014

Appendix One, Faculty Handbook: Centenary University: Teaching Excellence Guidelines,
adopted May 2016

Defined: Centenary University expects all faculty to have a commitment to excellence in teaching as outlined below. Teaching excellence is comprised of commitment, scholarship, and performance/effectiveness.

Exceeds Expectations	Meets Expectations	Falls Short of Expectations
<p>To exceed expectations in the Teaching Excellence category, all of the criteria for the Meets Expectation category must be met PLUS at least three (3) of the following exemplary contributions must be demonstrated and evidenced:</p>	<p>To meet expectations of teaching excellence, demonstration of the criteria listed below is met including:</p>	<p>Falling short of expectations means failure to demonstrate at least 3 of the criteria listed below:</p>
<p>Outstanding levels of accomplishment in:</p> <ul style="list-style-type: none"> - Curricular planning, communication, and development - Scholarship of teaching and learning within the discipline and successful incorporation of that scholarship into the classroom and the curriculum - Mentorship/advising of student research resulting in at least one of the following: <ol style="list-style-type: none"> a. prospectuses or theses; or b. presentation/performance at professional conference/exhibit - Accessibility to students beyond required office hours and dictated response times <p>Assessment and achievement of course learning outcomes</p>	<ul style="list-style-type: none"> • Effective advising/mentoring-fostering student development, engagement, and retention • Effective teaching- <ul style="list-style-type: none"> -create an engaged learning environment for all types of learners - available and receptive to students - fair and timely evaluation/assessment of student performance and course material 	<ul style="list-style-type: none"> • Effective advising/mentoring-fostering student development, engagement, and retention • Effective teaching- <ul style="list-style-type: none"> -create an engaged learning environment for all types of learners - available and receptive to students - fair and timely evaluation/assessment of student performance and course material <p>Falling short of expectations is evidenced by any or all of the following:</p> <ul style="list-style-type: none"> - Lack of availability to students - Lack of timely and fair student evaluation - Lack of student engagement - Poor advising or mentorship

Measures

1. Effective advising/mentoring- fostering student development, engagement, and retention
 - a. Retention numbers by advisor and major
 - b. Advisor evaluation?
 - c. Documented student research assistance or thesis/project
 - d. PDA/R
2. Subject matter expertise- command of material, current and appropriate for discipline
 - a. Peer observation
 - b. PDA/R
 - c. Student evaluations SIR II or other
3. Effective teaching- create an engaged learning environment for all types of learners
 - a. Peer observation
 - b. PDA/R
 - c. Student evaluations SIR II or other
4. Availability- available and receptive to students
 - a. Student evaluations
 - b. Chair evaluation
 - c. Maintenance of office hours
 - d. PDA/R- documentation of work with students outside of the classroom
5. Fair and timely evaluation/assessment of student performance and course material
 - a. Student evaluations
 - b. LOAC documents
 - c. Chair evaluation
 - d. Syllabi

References

1. Georgia Regents University, University of Science and Mathematics
2. Centenary College Faculty Handbook, 2013
3. Chair Evaluation Form approved by Faculty body 2015
4. PDA Guidelines Centenary College 2009
5. Ramapo University Peer Evaluation form
6. Oregon State University guidelines for promotion and tenure
<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#general>
7. CIC documents provided to committee

Appendix Two, Faculty Handbook: Centenary University, Guidelines for Institutional Service, adopted May 2016

Defined: Centenary University expects all faculty to have a commitment to the University, department, program, and students.

Exceeds Expectations	Meets Expectations	Falls Short of Expectations
<p>Institutional service expectations are exceeded when a Faculty member engages in the following criteria:</p> <ul style="list-style-type: none"> o Assisting with adjunct development, when not a part of expected contractual duties, in a formalized manner scheduled workshops, as assigned based on departmental or program need o Chairing a standing committee o Assisting alumni with career/academic development o Stepping in to assist department / University given unexpected circumstances o Mentoring Presidential Scholar or other students engaged in research o Grants – application and administration of o Developing partnerships with community agencies o Interdisciplinary collaboration – arrange and/or administer o Advising/assisting formally with an active student organization that makes a contribution to the University, program, or department o Participating in more than 2 student-centered campus events per year for purpose of recruitment and/or retention o Presenting or speaking on behalf of the University to either the internal or external community (presenting for a colleagues’ class, newspaper, radio, University event, community agency, local organization) at least once in an academic year 	<p>Institutional service expectations are met by the following criteria:</p> <ul style="list-style-type: none"> • Service on at least one standing or ad-hoc committee per year OR other related assignment approved by department Chair and Provost based on a determined departmental or program need such as accreditation related activities • Attendance/participation in at least 2 student-centered campus events per year for purpose of recruitment and/or retention • Academic advising as assigned by department based on program needs <ul style="list-style-type: none"> o Writing student recommendations • Working collaboratively with support services (DSO, coaches, ASC, etc.) • Maintaining office hours in designated area or otherwise inform department Chair • Attending department meetings and actively participating <p>Communicating effectively with department as it pertains to reporting to department from standing committee and from department to standing committee</p>	<p>Institutional service expectations are not met by the following criteria:</p> <ul style="list-style-type: none"> o Does not serve on at least one standing or ad-hoc committee per year OR other related assignment approved by department Chair and Provost based on a determined departmental or program need such as accreditation related activities (with exception of first year faculty) o Does not actively participate in at least 2 student-centered campus events per year for purpose of recruitment and/or retention o Does not engage in academic advising as assigned by department based on program needs o Does not work collaboratively with support services (DSO, coaches, ASC, etc.) o Misses office hours OR fail to notify department Chair of changes to office hours o Does not attend department meetings and actively participating o Routinely absent from department/ program specific events <p>Does not communicate effectively with department as it pertains to reporting to department from standing committee and from department to standing committee</p>

References

1. Georgia Regents University, University of Science and Mathematics
2. Centenary College Faculty Handbook, 2013
3. Chair Evaluation Form approved by Faculty body 2015
4. PDA Guidelines Centenary College 2009
5. Ramapo University Peer Evaluation form
6. Oregon State University guidelines for promotion and tenure
<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#general>
7. CIC documents provided to committee