This publication provides information about a variety of professional, academic, and institutional matters. It also brings together in one place a number of important statements of institutional policy, including the Personnel Policies for Faculty. The Personnel Policies explain procedures for appointment, promotion, evaluation, and tenure, and describes the relationship between the individual member of the teaching staff and the rest of the College.

It is intended that this document will help to orient those new to the College and serve as a continuing source of useful information for others. The Manual will be periodically updated as policy changes or additions are approved.

Preamble to the 2011 Faculty Manual

The 2011 Faculty Manual includes all the changes approved by faculty, including changes related to academic restructuring that were approved by the Board of Trustees in February 2011. The 2011-12 academic year will be a transitional year. All Division Chairs and Program Coordinators are in place for the 2011-12 year, but membership on councils and committees that have divisional representation (Academic Program Council, Student Admissions and Academic Standing Committee, and the Faculty Status Council) will follow the old four-division model for the 2011-12 academic year. Elections in spring 2012 will create memberships for the 2012-13 year based on the new six-division structure. Faculty Status Council review processes presented in this manual (2011), though, describe what will be in effect for 2012-13. Transitional provisions specifically for the 2011-12 tenure process and FSC reviews are noted in parentheses in this manual.

November 2011
# Table of Contents

The Berea Vision .......................................................................................................................... 6

The Great Commitments of Berea College ............................................................................... 11

**Administration and Organization of the College** ................................................................. 12
   Administrative Officers ........................................................................................................... 12
   Administrative Organizational Chart .................................................................................... 13
   Divisional Organization and Faculty Leadership .................................................................. 14
   Division Chair ...................................................................................................................... 14
   Program Coordinator .......................................................................................................... 14
   Divisional Organization ....................................................................................................... 17

**Campus Governance** ............................................................................................................ 18
   Governance Structure Chart ............................................................................................... 19
   The College Faculty ............................................................................................................. 20
   The College Faculty Assembly ......................................................................................... 20
   The General Faculty .......................................................................................................... 21
   The General Faculty Assembly ......................................................................................... 21
   Constitution of the General Faculty Assembly and College Faculty Assembly ............. 22
   The Staff Forum .................................................................................................................. 25
   Faculty Council and Committee Structure ....................................................................... 26
      The Executive Council .................................................................................................... 26
      Faculty Secretary .......................................................................................................... 27
      Awards Committee ......................................................................................................... 28
      Campus Environmental Policy Committee (CEPC) ......................................................... 28
      The Academic Program Council (APC) ...................................................................... 28
      Athletic Affairs Committee ........................................................................................... 29
      Committee on General Education (COGE) ................................................................... 30
      Convocation Committee ............................................................................................... 31
      Learning Commons Committee ..................................................................................... 31
      Student Admissions and Academic Standing Committee (SAAS) ............................. 32
      Teacher Education Committee (TEC) ........................................................................ 33
      The Faculty Status Council (FSC) ................................................................................. 33
      The Labor Program Council (LPC) ............................................................................. 34
      The Strategic Planning Council (SPC) ........................................................................... 35
      The Student Life Council (SLC) .................................................................................... 35
      Campus Conduct Hearing Board .................................................................................... 36

**General Considerations** ...................................................................................................... 36
   Committee Membership and Operations ........................................................................... 36
   Elections and Appointments ............................................................................................... 38
   Faculty Meetings ................................................................................................................. 39

**Additional Standing Committees and Other Responsibilities** ........................................... 39
   Administrative Committee ............................................................................................... 39
   Budget Committee ............................................................................................................. 39
   Campus Conduct Hearing Board ...................................................................................... 39
   Division Council ............................................................................................................... 40
   Enrollment Policies Committee .......................................................................................... 41
   Faculty Advisors to the Student Government Association ............................................. 41
Consideration of a Positive Recommendation from the Faculty
Status Council to the President ................................................................. 118
Consideration of a Negative Recommendation from the Faculty
Status Council to the President ................................................................. 119
Procedure for Reconsideration of the Faculty Status Council Tenure
Recommendation ...................................................................................... 120
Reconsideration Procedures Used by the Faculty Status Council .......... 121
Procedure for Appeal of Faculty Status Council Tenure Recommendation 122
Appeal Procedures Used by the Faculty Appeals Committee ............... 123
Requests for Information When the Tenure or Promotion Process Has
Been Concluded ...................................................................................... 124
Retention of Records ............................................................................... 124
Tenure/Promotion Decision and Appeals Procedure Chart ................... 125
Tenure Review Schedule Outline ............................................................ 126
Program-Specific Information on Appointment, Evaluation, Promotion,
and Tenure ............................................................................................. 128
Appointment, Promotion or Tenure for Nursing Faculty ....................... 128
Tenure and Promotion for Business Faculty ........................................... 128
Criteria and Procedures for Evaluation and Promotion
of Librarians ........................................................................................... 128
Tenure at Appointment .......................................................................... 130
Post-Tenure Review ............................................................................. 130
Reviews of Full or Part-time Faculty with Continuing Non-Tenure
Track Appointments ............................................................................. 131
Grievance Procedure .......................................................................... 132
Professional Competence and Dismissal for Cause ............................. 133
Termination of Service .......................................................................... 136
Resignation .......................................................................................... 136
Retirement ........................................................................................... 136
Separation Due to Institutional Circumstances ..................................... 136
Procedures for Recruiting Faculty ......................................................... 137
Appendices .......................................................................................... 142
Appendix A: Procedures for Appeals Hearings (Excepting Promotion
or Tenure Recommendation Appeals) ................................................... 142
Appendix B: Procedures for Dismissal for Cause Hearings ................. 144
Appendix C: Conditions and Procedures for Collecting, Processing, and
Using the Instructor Evaluation Questionnaire .................................... 146
Appendix D: Berea College Institutional Governance Structure ............ 153
The Berea Vision

From its inception, Berea College has been a place where deep commitments have been translated into compassionate action in the service of young women and men, black and white, from many cultures, primarily from the Appalachian region but also far beyond. Berea’s distinctive and multifaceted mission has always been and will remain firmly rooted in inclusive Christian values such as “the triumph of love over hate, human dignity and equality, and peace with justice.” ¹ Hence, Berea was the first interracial and coeducational college in the pre-Civil War South. Berea’s primary mission is to serve students of “great promise and limited economic means” by providing them with liberal arts and professional educations of the highest quality. Thus, all students receive a substantial cost-of-education scholarship so that no money from student families is required for tuition. Our educational community is predicated on the notion that work of all kinds, mental and physical, provides opportunities for furthering a student’s education and personal development. Therefore, all students work in a campus-based labor department. Just as one of our institutional goals is to serve others, so too we seek to prepare our students to be “service-oriented leaders for Appalachia and beyond” (Being and Becoming: Berea College in the 21st Century, 2011, p. 34). Truly, learning, labor, and service are the three pillars upon which Berea’s educational edifice is built.

I. Berea’s Beginnings

In 1855, John G. Fee, the founder of Berea College, and those who assisted him—including Matilda Fee, John A. R. Rogers, Elizabeth Rogers, and others—boldly began to translate their abolitionist principles into a church and then a school perched on a ridge between the Bluegrass farms and the Cumberland Mountains. Cassius M. Clay gave Fee ten acres of land on which Fee began the Berea settlement. Fee named the site “Berea” after the Greek town that Paul described as a place where people “received the Word with all eagerness” (Acts 17:11). Berea’s one-room district school founded in 1855 has evolved into the Berea College we know today, their small congregation’s worship center into the stately Union Church, and their settlement village into the town of Berea, Kentucky, which is still vital and growing.

The foundational motto of Berea’s 1866 catalog and today’s Berea College is that “God has made of one blood all peoples of the earth” (Acts 17:26). Fee believed deeply that all people are equally worthy of education, of personal esteem, of mutual respect, and of diverse collaborations. He held that, whether black or white, male or female, Southern or Northern, rich or poor, all of us are God’s children and, as such, are deserving of an education that will make our lives more suitable for service. From the beginning, learning, labor, and service have been the underpinning of a Berea education, whether it be on the elementary, the secondary, or the college level.²

¹ See preface to the Great Commitments
² Berea was a sixteen-year school until 1968, when it discontinued its elementary and secondary education programs.
In the early days, those who taught Berea students in the classroom were the same people who supervised their labor and encouraged them to engage in acts of service both locally and in the mountains. Thus learning, labor, and service were originally well integrated at the College. During this period, the image of educating “the head, the heart, and the hands” captured well what it meant to be an educator at Berea. However, over the years learning, labor, and service slowly became segmented into different parts of an increasingly complex institution. Although Berea has always encouraged intellectual excellence, it has never narrowed its focus to developing intellectual excellence in liberal arts subjects alone. Therefore, Berea College has taught applied subjects (e.g., education, nursing, and agriculture) throughout all of its history. Berea has striven to educate “the whole person” by encouraging in each student the self-sufficiency found in working with his or her hands and the strong sense that his or her vocation ought to entail service to others. The authors of the 1993 preface to the Great Commitments effectively captured this sense that the realms of thought and action should converge here in Berea when it says, “the Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action” (preface to the Great Commitments). In this and many other respects, Berea College and we Bereans have often fallen short of achieving our ideals—but we have never lost our collective determination to pursue them to the very best of our abilities.

II. Learning, Labor, and Service at Berea College

William G. Frost, who became President of the College in 1892, brought craftsmen and women from the mountains to Berea and introduced a variety of new labor positions that provided apprenticeships in crafts. During Frost’s presidency, the Labor Program began to take on a separate life of its own as Berea tried to employ all of its students in some kind of meaningful labor. Gradually, a distinct Labor Program developed with its own learning goals for different student jobs. In 1908, Professor Miles E. Marsh began to oversee Berea’s ever more numerous labor positions, and in 1914, he was officially appointed Dean of the Labor Program. By this time, Berea’s students were no longer necessarily mentored in their labor positions by the same people who mentored them in the classroom. Although Berea College has always tried to educate the whole person, as time passed, the academic program (“the head”), the labor program (“the hands”), and the service and spiritual development programs (“the heart”) simultaneously burgeoned and became distinctly separate institutional entities. Today, most labor supervisors have little direct contact with the classroom (except for those members of the College Faculty who supervise students). The spiritual and service dimensions have also been segmented into the Campus Christian Center, the Center for Excellence in Learning through Service (CELTS), and a variety of other programs. Thus, over the years, learning, labor, and service have become fairly compartmentalized and sometimes isolated aspects of Berea College and of “the Berea experience” for many students and employees. A primary aim of the College’s strategic plan, Being and Becoming: Berea College in the 21st Century (1996, 2006, and 2011), has been to reintegrate these fundamental aspects of our institution and our experience.

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3 British writer and art critic John Ruskin apparently originated this image and phrase; Berea’s third president, William G. Frost (1892-1920), was the first to apply it when describing Berea’s mission.
Today Berea College depends on College Faculty to provide most of the formal instruction in the classroom, on other employees throughout the institution to provide learning opportunities for students in the Labor Program, and on yet other employees to guide the spiritual development of students and oversee the service and outreach components of the institution. This realization led the students, faculty, and staff on the Strategic Planning Council to develop, in consultation with the broader campus community, four pairs of Common Learning Goals for all students and workers at the College. These are set forth in *Being and Becoming* as follows:

1. develop the critical intellectual ability to address complex problems from multiple perspectives and nurture moral growth with a commitment to service;

2. understand the relationship between humans and the natural world and consider both the benefits and limitations of science and technology;

3. explore our own individual roots and our shared American culture and know and respect cultures from around the world;

4. educate students, faculty, and staff to be creative, independent thinkers and encourage collaboration and teamwork in learning and working (*Being and Becoming*, p. v; see pp. 56-60 for a detailed discussion of each learning goal).

These four sets of learning goals represent an application of the Great Commitments within the context of our contemporary world. They are intended to guide the learning and work of all members of the campus community as well as to guide and unify all of the activities of the College, whether academic, extra-curricular, residential, labor, or athletic. The learning goals, then, should be understood as that toward which we all may teach, and work, and learn, whether we are faculty members, groundskeepers, or student members of the residence hall staff.

However, the reintegration of the learning, labor, and service dimensions of the College has required more than simply sharing four pairs of learning goals. For several years, all Berea faculty, staff, and students engaged in conversations about how we could more closely link our learning, labor, and service efforts so that students will be treated everywhere as whole persons—not as heads in the classroom, hands in the labor program, and hearts in the service and worship programs of the College. If we are to reintegrate fully the learning, labor, and service components of “the Berea experience,” each one of us at the College must reconceive and reintegrate our own work. Many Bereans from all constituencies of the College are now doing so.

1) Integrating Learning

Increasingly, learning at Berea College involves not only the head, but also the heart and often the hands, even in the formal academic setting of the classroom. By providing students with both theoretical knowledge and opportunities to apply the knowledge they gain, by encouraging students to work on applied projects outside
the classroom, and by relating classroom activities to the service and labor activities in which students are engaged, more and more Berea faculty members are bringing those other aspects of students’ lives into the reflective environment of the classroom. As a colleague recently observed, “Learning in this context means that the faculty is sensitive to students’ labor and other activities and encourages their integration in the minds of the students themselves.” While the classroom does and must remain the primary domain of instruction in the traditional disciplines, ideally it is also open to students’ struggles with their faith, their personal development, and their searches for new ways of viewing their vocation or work in the future. Such a learning environment treats students as whole persons, not just as heads. The new campus-wide “Engaged and Transformative Learning” initiative incorporates a new academic divisional structure (replacing academic departments) and will include the creation of a new center that will support career development, internships, faculty development, and the scholarship of student learning.

2) Integrating Labor

Many Labor Program supervisors are striving to fulfill the four pairs of learning goals listed above with the students whom they supervise. These supervisors are thereby allied in purpose and practice with faculty members who pursue the College-wide learning goals, in addition to their discipline- and course-specific goals, in the classroom. For example, the concept of “guided learning,” which informs the work of employees and students in the residential life area, is based on several of our learning goals and Great Commitments. Also, while the labor program has traditionally challenged students’ hands through various forms of physical labor, the Labor Program is working to challenge and develop students’ heads and hearts as well by providing ever more intellectually and spiritually rich learning and service opportunities. This is quite different from the primarily physical labor model of Berea’s original labor program. In the spring of 2001, the Labor Review Team (LRT) provided a report that called for the “Re-visioning,” “Re-vitalizing,” and “Re-structuring” of Berea College’s Labor Program. In Fall 2003, the Strategic Planning Council (SPC) sent its proposal to the General Faculty for strengthening the Labor Program that confirms and extends the recommendations of the LRT. The General Faculty passed this SPC revision of the Labor Program on December 11, 2003. Another important result of this work is the creation of a Labor Transcript for all students that provides a tangible record of their work in the Labor Program, which was implemented in 2010. These new dimensions of the Labor Program enhance opportunities for students to learn, to engage meaningful work tasks, and, thereby, to serve the community.

3) Integrating Service

When students engage in service to others, they learn a new way of applying the core values that our Great Commitments and learning goals make central to our community. Berea’s faith that “God has created of one blood all peoples of the earth” fosters deep and active appreciation for the value of loving and serving others,
and of the dignity of all people—whatever their origins or cultural traditions. Likewise, Berea’s commitment to ecological sustainability is another important aspect of its mission and service to the Appalachian region and is now an institutional initiative. By engaging in and reflecting on service to others, our students and we ourselves learn that the more one places one’s time and talent at the service of others, the more fulfilling one’s own life becomes. This might, at first glance, seem a mere truism. Yet given the communities from which most Berea students come, our students really do learn that there are no magic potions to end the grinding poverty they have experienced personally or have seen in their communities. Instead, they learn that to improve such circumstances they must put their heads and their hands at the service of their communities.

Directing one’s life and one’s vocation toward the betterment of one’s community—that is, toward the betterment of the common good—is a deeply rooted Berea College value. Through CELTS, the College is attempting to provide increasing service-learning opportunities for students so that they can absorb this lesson experientially in the midst of an entire community that is dedicated to serving others well. Service programs then can foster students’ learning and labor just as the academic and labor programs can engage students in service to others.

Being and Becoming offers a vision of a place where learning, labor, and service increasingly converge, a place where any given dimension of a student’s (or a worker’s) experience educates the head and hands and heart. An idealistic vision? Yes, certainly—but then, from John Fee’s day to the present, Bereans have always been idealistic. Our 21st-century challenge and goal is to educate Berea College students for an information-rich, technology-driven global society in which they may bring their “whole selves”—their integrity, their sense of purpose, and the real and varied knowledge and capabilities they acquire here—to bear on the problems facing their communities and the larger world. Helping to develop and strengthen the capacities of the “gifted heads, gifted hands, and gifted hearts” of all Berea students and employees has always been and will remain the core enterprise of the College. Each member of Berea’s College and General Faculties has the great responsibility and the great opportunity to carry forward this historic enterprise. Thank you for joining other employees at Berea College in undertaking this vitally important mission.

Larry D. Shinn
President
August 2011
The Great Commitments of Berea College

The basic goals of Berea College are embodied in its Great Commitments. These statements serve to define Berea’s special mission, and to set forth the ideals toward which the College and its people constantly strive. Though first articulated in written form only a few decades ago, the Great Commitments are rooted in principles and purposes that have guided since its founding.

The Great Commitments

Berea College, founded by ardent abolitionists and radical reformers, continues today as an educational institution still firmly rooted in its historic purpose “to promote the cause of Christ.” Adherence to the College’s scriptural foundation, “God has made of one blood all peoples of the earth,” shapes the College’s culture and programs so that students and staff alike can work toward both personal goals and a vision of a world shaped by Christian values, such as the power of love over hate, human dignity and equality, and peace with justice. This environment frees persons to be active learners, workers, and servers as members of the academic community and as citizens of the world. The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action.

To achieve this purpose, Berea College commits itself

To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.

To provide an education of high quality with a liberal arts foundation and outlook.

To stimulate understanding of the Christian faith and its many expressions and to emphasize the Christian ethic and the motive of service to others.

To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.

To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.

To create a democratic community dedicated to education and equality for women and men.

To maintain a residential campus and to encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

To serve the Appalachian region primarily through education but also by other appropriate services.
Administration and Organization of the College

Administrative Officers

The President of the College has executive responsibility for all College operations and for the implementation of the policies and mandates of the Board of Trustees, which is vested with ultimate authority and responsibility for the College.

In addition to the President, there are five administrative officers of the College. A brief description of their duties follows:

**Academic Vice President and Dean of the Faculty:** As chief academic officer, has responsibility and oversight for planning, coordinating, and evaluating the educational programs of the College. Provides comprehensive leadership for the academic division of the College, including all academic programs and the maintenance and review of the curriculum, the faculty, academic and student support programs and services, admissions, and financial aid. Has the responsibility for the quality of the College’s teaching faculty and is responsible for their recruitment, hiring, and professional development. In the absence of the President, the Academic Vice President and Dean of the Faculty serves as the senior administrative officer of the College.

**Vice President for Operations and Sustainability:** The Vice President for Operations and Sustainability is responsible for the planning, budgeting, and oversight for the College’s businesses, auxiliaries, and administrative functions and for developing and executing the College’s sustainability strategies and programs (not including academic programs).

**Vice President for Finance:** As chief financial officer, is responsible for maintaining all financial records of the College and has authority to establish the methods by which such records shall be kept. Is responsible for the current collection and disbursement of all monies and shall act as custodian for all funds, stocks, and securities, and all other evidences of intangible property of the College.

**Vice President for Labor and Student Life:** Has charge over the labor program and student affairs. Plans, implements, and reviews policies and procedures of the student labor program; administers the program of grants and loans for students with need; plans and administers the extracurricular programs and services; and plans for wholesome living conditions of students and programs for their emotional and social development.

**Vice President for Alumni and College Relations:** Has charge of securing adequate funds for the operation of the College, of disseminating information about the College; and of expanding the circle of friends who are concerned with the welfare and development of the College.

See the next page for the Administrative Organization chart. (See *Appendix D* for a diagram illustrating Berea College’s institutional decision-making structure, which combines the administrative decision-making structure with that of the shared campus governance structure.)
Divisional Organization and Faculty Leadership

Academic divisions exist as communities of faculty committed to cultures of collegiality, consultation, and collaboration that put student learning at the center and foster innovation and flexibility in programs, pedagogy, curricula, and other structures supportive of student learning and faculty scholarship. Faculty leadership in academic divisions seeks to support healthy, responsible faculty cultures though sound practices, such as delegation and distribution of responsibilities, reliance on teams and teamwork, consultation and consensus in making decisions, leadership development and mentoring of colleagues. Cultivating and sustaining such a culture for faculty work and student learning is the responsibility of all, not only of Division Chairs.

The faculty is organized into six academic divisions. The divisions are organized to enhance opportunities for collaboration in curricular, co-curricular, and assessment areas. Each academic division houses multiple academic programs and is primarily concerned with the education of students.

The professional library staff constitute a College department, and its functions, responsibilities, and leadership arrangements differ from the academic programs and divisions. The Library staff is headed by the Director of Library Services.

Division Chair
Each of the six divisions is headed by a Division Chair, who is broadly responsible for the effective functioning of the academic division. As circumstances dictate, he or she may function as organizer, initiator, catalyst, facilitator, friendly critic, consensus-builder, and interpreter. Division Chairs are appointed for a specified term, which is five years except in unusual circumstances, and will have a reduced teaching load. Such work counts as service to the College.

Division Chairs are designated through a process reflecting principles of shared governance at the College. Each five years, the division uses the opportunity of the selection of a new Division Chair for planning for the division. In the fourth year of a current Division Chair’s term, the Chair solicits from all members of the division written statements addressing 1) strategic opportunities within and beyond the division, and 2) written nominations for the position of Division Chair addressing both leadership strengths as well as weaknesses of the nominee. Guided by the written nominations received from the division, the Academic Vice President and Dean of the Faculty consults with every member of the division in order to devise a list of two to four candidates. The division then conducts an election to identify which of the candidates will be appointed to serve as Division Chair for the next term. The current Chair and Chair-designee then work together during the year of overlap in order to effect a smooth transition to new leadership of the division. In order to promote faculty leadership within each division, Division Chairs should ordinarily not immediately succeed themselves.
The Division Chair is specifically responsible for:

- Maintenance of high academic standards within the division, including assuring regular assessment in all academic programs within the division. This includes the coordination of self-studies.
- Regular evaluation of all faculty in the division, conducted in collaboration with appropriate Program Coordinators.
- Orientation and guidance of new faculty, including the creation of a mentoring team for each new faculty member in the division and encouragement for professional growth of all members of the division.
- Serving as a liaison between the academic programs and other areas of the institution.
- Initiation of recommendations for continuation, promotion, and tenure. Policies governing reviews of full and part-time faculty are found in the section titled Personnel Policies for Faculty.
- Maintaining an equitable distribution of total workload for faculty within the division.
- Coordination, review, and submission of teaching schedules provided by Program Coordinators; working collaboratively with Program Coordinators for courses in major and minor programs and with the Dean of Curriculum and Student Learning for general education course assignment, with consideration for equitable distribution of total workload within the division in accordance with College policies.
- Recruitment of faculty, in cooperation with the primary Program Coordinator, and the Academic Vice President and Dean of the Faculty (See Procedures for Recruiting Faculty).
- Coordination of advisee assignments in the division.
- Formulation of and review of annual budget requests and administration of funds allocated to programs and the division.
- Service to the institution and to the Academic Vice President and Dean of the Faculty as a member of the Division Council.
- Representation of the division in interactions with various administrative offices, as appropriate.
• Consultation with the Academic Vice President and Dean of the Faculty in the assignment of faculty offices.
• Designating labor and payroll coordinator(s) as appropriate within the division.
• Support of occasional grant proposals, in conjunction with the College Relations Office.

A Division Chair is encouraged to delegate some specific tasks to faculty within the division as appropriate, but he or she remains responsible for general oversight of all academic affairs within the division. In all these matters, the Division Chair works closely with the Academic Vice President and Dean of the Faculty, to whom he or she reports.

**Program Coordinator**

Each major and minor program of the College is under the oversight of a Program Coordinator, who reports to the appropriate Division Chair. The Program Coordinator is specifically responsible for assuring the effective functioning of one or more major and/or minor programs.

Program Coordinators have expertise in the program area and are preferably tenured or in contracts with long-term continuing service to the College. Those teaching in a program will recommend a Program Coordinator according to the needs and requirements of a program, and the Academic Vice President and Dean of the Faculty will make the appointment. The term of office should, in general, be at least three years, with a six-year maximum. Rotation is highly desirable, but the appointment may be renewed, following a review of performance and programmatic needs. Course releases for administrative work in areas that have heavy administrative load will be determined by the Academic Vice President and Dean of the Faculty. In addition, titles for these positions may vary, as appropriate, to reflect special administrative work or other responsibilities.

Program Coordinators are specifically responsible for:

• Oversight of the quality and coherence of the major and/or minor program or programs, including programmatic curriculum development and review, in collaboration with other program faculty, divisional colleagues, and the Division Chair.
• Developing teaching schedules within the program, coordinating with other programs and the Division Chair, as appropriate.
• Regular review of IEQs and other evidence of quality teaching for those faculty contributing to the program, and service on search committees formed to hire instructors within the program.
• Administering program budget in consultation and collaboration with the Division Chair, as appropriate.
• Serving as the program expert with administrative offices on campus for programmatic functions, such as the annual review of the major and minor description in the Berea College Catalog, course substitutions, and transfer credit.
• Serving as a contact person for students for such tasks as transfer credit, course substitutions, and declarations of major and minor.
Divisional Organization

The academic programs are organized into six divisions. Listed below are the programs by division.

Division I
- Biology
- Chemistry
- Mathematics
- Nursing
- Physics

Division II
- Agriculture and Natural Resources
- Computer Science
- Economics and Business
- Sustainability and Environmental Studies
- Technology and Industrial Arts

Division III
- Child and Family Studies
- Physical Education and Health
- Psychology
- Sociology

Division IV
- Communication
- English
- Foreign Languages
- Music
- Theatre

Division V
- Art/Art History
- Asian Studies
- History
- Philosophy
- Political Science
- Religion

Division VI
- African and African American Studies
- Appalachian Studies
- Education Studies
- Peace and Social Justice Studies
- Women’s and Gender Studies
Campus Governance

The campus governance structure allows for the inclusion and participation at various levels for all employees of the College. It is designed to provide a means for everyone to engage in some way in the conversations that define and develop our institution. Avenues for participation in decision-making include: communication and sharing information, consultation, voice, and vote. The governance structure is also designed to insure that decisions on important College matters are carefully considered, promptly made, and widely understood. It allows for participation by various campus groups—College Faculty, College Faculty Assembly, General Faculty, General Faculty Assembly, Staff Forum, students (represented by the Student Government Association), and administration. All of these groups function under the general supervision of the President as delegated by the Board of Trustees.

The College and General Faculties are organized to conduct their affairs through several councils and subordinate committees. These bodies, whose composition and specific responsibilities are described below, engage primarily in consideration of policy issues and formulation of recommendations; in some instances they are authorized to make operational decisions. Policy recommendations from a council are normally directed either to the College Faculty Assembly or the General Faculty Assembly, whichever is appropriate. The College Faculty Assembly makes recommendations on both academic program matters and faculty personnel policies. The General Faculty Assembly concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. (See the General Faculty Assembly and College Faculty Assembly Constitution.) Within its purview are those matters not restricted to the College Faculty, including the labor program, financial aid, extracurricular activities, student conduct, residence hall life, College calendar, campus environment, some strategic planning initiatives, and the general working circumstances for staff. The addition or deletion of an academic major and modifications in the stated personnel policies for College Faculty require the approval of the President and the Board of Trustees.

The Staff Forum provides a formal structure of information-sharing and voice for staff members. It serves in an advisory capacity to administrators and faculty decision-making bodies.

The Student Government Association is represented in the General Faculty Assembly by its officers. As full members of the General Faculty Assembly, Student Government Association officers may bring issues to the attention of that body, or direct them to the Student Life Council or other councils as appropriate.

Implementation of policy decisions rests largely with the administration under the direction of the President. Along with the Board of Trustees, College Faculty Assembly, and General Faculty Assembly, administrative officers also have responsibility for policy formulation. In addition, the administration provides information, guidance, and context to councils and committees when necessary, and works to insure consistency and continuity. Policy implementation is also addressed indirectly through the annual budget or by special allocation. The Board is vested with full legal and fiscal responsibility for the College, and the campus governance system does not and cannot diminish the Board’s authority.

See the diagram of the governance structure on the following page. (See Appendix D for a diagram illustrating Berea College’s institutional decision-making structure, which combines the administrative decision-making structure with that of the shared campus governance structure.)
Governance Structure

Administrative and Academic Support Offices and Programs

Other Standing Committees:
- Division Council
- Enrollment Policies Committee
- Safety Committee

Board of Trustees

Board Committees

President

Budget Committee

Administrative Committee

Executive Council

Faculty Status Council

Academic Program Council

Student Life Council

Labor Program Council

Strategic Planning Council

College Faculty & General Faculty Assemblies

Faculty Appeals Committee

Campus Conduct Hearing Board

Student Government Association

Ad hoc Committees
- Awards Committee
- Campus Environmental Policy Committee
- Student Government

Athletic Affairs Committee
- Committee on General Education
- Convocation Committee
- Learning Commons Com.
- Student Admissions & Academic Standing Com.
- Teacher Education Com.

Note: “Faculty” refers to College and/or General Faculty members

Trustees

Staff

Faculty & Students

Administrators

Administrators & Faculty

Administrators, Faculty & Students
The College Faculty

All employees of Berea College who are hired as faculty members are members of the College Faculty. Most continuing members of the faculty comprise the College Faculty Assembly, which serves as the voting governance body of the College Faculty.

The College Faculty Assembly

Charge of the College Faculty Assembly
The College Faculty Assembly acts on both academic program matters and recommendations dealing with College Faculty personnel policies. The addition or deletion of an academic major and modifications in the stated personnel policies for College Faculty require the approval of the President and the Board of Trustees. The College Faculty Assembly controls its own internal affairs, providing its actions do not conflict with the actions of the Trustees or the General Faculty Assembly. The College Faculty Assembly does not have the power to take actions involving the expenditure of College funds unless the monies have been appropriated by the Administrative Committee or the Board of Trustees. The general functions and powers of the College Faculty Assembly are subject to the Bylaws and policies of the Berea College Board of Trustees.

Membership
The voting membership of the College Faculty Assembly consists of (1) all full-time faculty who hold tenured, tenure-track, or continuing non-tenurable appointments (i.e., all full-time faculty except those with temporary appointments); (2) administrators who have faculty rank of Professor, Associate Professor, or Assistant Professor; and (3) faculty with part-time teaching assignments (a) whose instructional load has been at least half-time for two consecutive years and (b) whose instructional appointment is expected to continue for the foreseeable future.

College Faculty Assembly Meetings
Joint meetings of the College Faculty Assembly and the General Assembly Faculty will be held. All members are encouraged to join the discussion. Meetings are open to all Berea College non-student employees (attendance and voice). Meetings are usually held monthly during the academic year and are scheduled by the Executive Council. Annually, the Executive Council will designate an individual to chair the meetings.

A majority of the voting members of the College Faculty constitutes a quorum. Quorum will be established at the beginning of each term. For purposes of quorum calculations, College Faculty members on approved leave will not be counted as voting members.

Regular and special meetings will be conducted in accordance with Robert’s Rules of Order, as modified by the faculty in March, 1991, to provide for secret ballots upon the request of one individual. In addition, the Constitution of the General Faculty Assembly and College Faculty Assembly, approved in 2008, is in effect.
The General Faculty

All non-student employees of Berea College are members of the General Faculty, and thus, all non-student employees are eligible for committee service. Because of the size of the General Faculty, the General Faculty Assembly, a smaller body of representatives, serves as the voting body.

The General Faculty Assembly

Charge of the General Faculty Assembly
The General Faculty Assembly concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. Within its purview are matters not restricted to the College Faculty Assembly, including the labor program, financial aid, extracurricular activities, student conduct, residence hall life, College calendar, campus environment, general working circumstances for staff, and matters affecting the welfare of Berea College. Consideration of matters concerning the whole institution may begin in any faculty body or the Administrative Committee. The General Faculty Assembly does not have the power to take actions involving the expenditure of College funds unless the monies have been appropriated by the Administrative Committee or the Board of Trustees. The general functions and powers of the General Faculty Assembly are subject to the Bylaws and policies of the Berea College Board of Trustees.

Membership
The voting membership of the General Faculty Assembly includes: (1) all members of the College Faculty Assembly; (2) President, Academic Vice President and Dean of the Faculty, Vice President for Labor and Student Life, Vice President for Alumni and College Relations, Vice President for Finance, and the Vice President for Operations and Sustainability; (3) up to 58 divisional delegates appointed for three-year terms, and subject to reappointment, by the above administrators from their respective areas; (4) up to 39 at-large delegates elected for staggered three-year terms by the regular/full-time non-teaching employees and regular part-time non-teaching employees who have been at least half-time for two consecutive years (Each year, all eligible non-teaching employees who wish to be on the ballot will be placed on the ballot; each eligible non-teaching employee will receive a ballot and will be allowed to vote for up to five delegates; the top thirteen vote-getters will be members of the GFA for three years. Other vacancies, if any, will be filled by the next highest vote-getters to complete the term of the individuals who vacated the positions); (5) a maximum of 12 Student Government officers as selected by the Student Government Association; and (6) anyone serving on an approved council or committee in the shared governance system, including groups (committees, task forces, teams, etc.) put together by the Executive Council, for the duration of their service. For the 58 appointed divisional delegates referred to in (3) above, the President may appoint up to 5 delegates; the Academic Vice President and Dean of the Faculty may appoint up to 25 delegates from the Academic Division; the Vice President for Labor and Student Life may appoint up to 8 delegates; the Vice President for Alumni and College Relations may appoint up to 8 delegates; the Vice President for Finance may appoint up to 2 delegates; and the Vice President for Operations and Sustainability may appoint up to 10 delegates.

General Faculty Assembly Meetings
Joint meetings of the General Faculty Assembly and College Faculty Assembly will be held. All members are encouraged to join the discussion. Meetings are open to all Berea College non-student
employees (attendance and voice). Meetings are usually held monthly during the academic year and are scheduled by the Executive Council. Annually, the Executive Council will designate an individual to chair the meetings.

A majority of the voting members of the General Faculty Assembly constitutes a quorum. Quorum will be determined at the beginning of each term. For purposes of quorum calculations, members on approved leave will not be counted as voting members.

Regular and special meetings will be conducted in accordance with Robert’s Rules of Order, as modified by the faculty in March, 1991, to provide for secret ballots upon the request of one individual. In addition, the following Constitution, approved in 2008, is in effect:

Constitution of the General Faculty Assembly and College Faculty Assembly

Preamble
In order to further the purposes of Berea College, to facilitate its program through consideration of matters of concern to the institution and to provide for appropriate action, this Constitution is established for the General Faculty Assembly and College Faculty Assembly.

Article I: Powers of the General Faculty Assembly and College Faculty Assembly

Section 1: The General Faculty Assembly considers and makes recommendations regarding issues concerning the whole institution with the exception of matters related to the academic program. Issues considered by the General Faculty Assembly include but are not limited to matters affecting the health, safety and comfort of the members of the college community, matters affecting the welfare and direction of Berea College, and such other matters as may be referred to it by the President or other governance bodies.

Section 2: The College Faculty Assembly considers issues affecting the academic program (such as curriculum, majors, etc.) and makes recommendations dealing with College Faculty personnel policies.

Section 3: The General Faculty Assembly and College Faculty Assembly function as independent bodies ordering their own internal affairs. Each Assembly has the power to establish such policies and practices as are needed to fulfill its functions except where its recommendations require approval by the President, Administrative Committee, or Board of Trustees. These policies and practices include, but are not limited to, curricular modifications (e.g. the addition or deletion of a general studies curriculum or an academic major) and modifications in the personnel policies for College Faculty.

All actions of the General Faculty Assembly and College Faculty Assembly must be consistent with the Articles of Incorporation of Berea College and with the By-Laws and policies established by the Board of Trustees. The General Faculty Assembly and College Faculty Assembly may, however, recommend changes in policies to the President and Trustees. Neither the General Faculty Assembly nor the College Faculty Assembly may authorize the expenditure of funds.
Section 4: Amendments to student judicial codes and all major changes in policies governing student life and conduct must be reviewed and approved by a majority vote of the General Faculty Assembly before becoming effective. Such matters also will be submitted for review and action to the Student Government Association, and their recommendations will be considered in General Faculty Assembly action.

Section 5: All major changes in policies governing the labor program must be reviewed and approved by a majority vote of the General Faculty Assembly before becoming effective.

Section 6: An action of the General Faculty Assembly or the College Faculty Assembly becomes effective upon assent of the President unless approval by the Administrative Committee and/or Board of Trustees is required. If the President withholds assent, the General Faculty Assembly or College Faculty Assembly may then reconsider the issue at a subsequent meeting. If the action is reaffirmed by a majority of not less than two-thirds of the members of the concerned body present and voting, and the President still withholds assent, the matter will be referred to the Board of Trustees for final action.

Article II: Membership

Section 1: The General Faculty Assembly shall consist of (1) all members of the College Faculty Assembly; (2) the President, Academic Vice President and Dean of the Faculty, Vice President for Labor and Student Life, Vice President for Alumni and College Relations, Vice President for Finance, and Vice President for Operations and Sustainability; (3) up to 58 divisional delegates appointed by the administrators from their respective areas*; (4) up to 39 elected at-large delegates*; (5) a maximum of 12 Student Government officers as selected by the Student Government Association; and (6) for the duration of their service, anyone serving on an approved council or committee in the campus governance system, including groups (committees, task forces, teams, etc.) put together by the Executive Council.

*Procedures for appointing and electing members to the General Faculty Assembly can be found in the General Faculty Assembly section of this publication.

Section 2: The College Faculty Assembly shall consist of (1) all full-time faculty members who hold tenured, tenure-track, or continuing non-tenurable appointments (i.e., all full-time faculty except those with temporary appointments); (2) Administrators who have faculty rank of Professor, Associate Professor, or Assistant Professor; (3) Faculty members with part-time teaching assignments (a) whose instructional load has been at least half-time for two consecutive years and (b) whose instructional appointment is expected to continue for the foreseeable future.

Article III: Officers

Section 1: The Executive Council annually designates who will preside over meetings of the General Faculty Assembly and College Faculty Assembly.
Section 2: The Executive Council appoints a secretary to serve for the General Faculty Assembly and College Faculty Assembly meetings.

Article IV: Meetings

Section 1: Joint meetings of the General Faculty Assembly and the College Faculty Assembly are held monthly during the academic year and are scheduled by the Executive Council. Additional special meetings of the General Faculty Assembly and the College Faculty Assembly may be scheduled by the Executive Council. All Berea College non-student employees may attend these meetings and participate in the discussions. Voting privileges are reserved for members of the General Faculty Assembly and College Faculty Assembly within their respective areas of authority.

Section 2: Regular and special meetings of the General Faculty Assembly and the College Faculty Assembly will be conducted in accordance with Robert’s Rules of Order. A secret ballot, however, will be administered for any question under consideration upon the request of one individual.

Article V: Voting

Section 1: All members of the General Faculty Assembly and College Faculty Assembly present at a meeting shall be entitled to vote on all matters within their jurisdiction. General Faculty members are eligible for election to committees as provided by the Faculty Council and Committee Structure. Provisions for voting by mail in elections may be made at the discretion of the Executive Council.

Section 2: A majority of the members of the General Faculty Assembly or College Faculty Assembly shall constitute a quorum on matters within their respective jurisdictions. Quorum will be established by the Executive Council at the beginning of each term. For purposes of quorum calculations, members on approved leave will not be counted as voting members.

Article VI: Councils and Committees

Section 1: Standing councils and committees shall be constituted in such a manner and shall exercise such duties as provided by the Faculty Council and Committee Structure. The constituent councils and committees within the Faculty Council and Committee Structure derive their authority from the Board of Trustees through the General Faculty Assembly and the College Faculty Assembly.

Section 2: The Executive Council may establish ad hoc committees, task forces, teams, etc., as needed within the campus governance structure. These committees act under the authority of the Executive Council as provided in the Faculty Council and Committee Structure. Administrative officers and other bodies as appropriate may put in place ad hoc groups that are not related to the campus governance structure.
Article VII: Amendments

Section 1: Amendments to this Constitution and any proposal affecting the campus governance structure may be adopted at any meeting of the General Faculty Assembly or College Faculty Assembly, provided that the proposed amendment has been reviewed by the Executive Council, has been presented in writing to the membership of the General Faculty Assembly or College Faculty Assembly, and has been discussed by the appropriate body during a faculty meeting occurring not less than two weeks prior to final action.

Section 2: The assent of two-thirds of the members present and voting shall be required to amend this Constitution or change the campus governance structure.

Section 3: An amendment to this Constitution or change to the campus governance structure becomes effective upon the assent of the President and, if substantive, the Board of Trustees. If the President withholds assent, the General Faculty Assembly or College Faculty Assembly may then reconsider the issue at a subsequent meeting. If the action is reaffirmed by a majority of not less than two-thirds of the members of the concerned body present and voting, and the President still withholds assent, the matter will be referred to the Board of Trustees for final action.

The Staff Forum

Charge
The Staff Forum’s primary purpose is to provide an organized means of communication and participation for staff. It provides an opportunity for staff to identify and address issues relevant to staff and to be involved in, and informed of, discussions of major issues shaping the College’s future. The Forum seeks out agenda issues, interests, and ideas from its members, and promotes active participation of its membership within Berea’s integrated continuous learning community. Issues of significance to the entire campus community are to be engaged in the Staff Forum as well as other venues of the shared campus governance structure. The Forum may offer advice and help shape issues that will be decided in other venues of our governance structure. In this regard, it serves in an advisory capacity to administrators and other decision-making bodies.

The Staff Forum seeks to improve the quality of life at Berea College for its students, faculty, and staff by fostering an open and positive environment throughout the College community and through mutual understanding, recognition of contributions, and respect for the worth of the individual. The Staff Forum supports the achievement of the College’s mission as identified in the Great Commitments. It is not intended to be a vehicle to deal with individual issues, grievances, or complaints, nor should it be used to circumvent regular administrative channels.

Membership
The membership of the Staff Forum consists of all non-student employees except those who are members of the College Faculty. The Vice President for Operations and Sustainability will serve as co-chair, along with a member of the Forum who will serve as moderator and as a member of the Executive Council. The Staff Forum will elect its own co-chair/moderator for a three-year term from its membership.
Staff Forum Meetings
Meeting time and place will be set when the academic year begins. Meetings will be called by the co-chairs at these designated times when there is sufficient business to be conducted. Additional meetings may be called by the co-chairs as necessary. The agendas for the meetings will be set by the co-chairs in consultation with the Executive Council. Attendance at Staff Forum meetings, although voluntary, is encouraged and considered work time. While essential services need to be considered, making supervisory consent necessary, supervisors should give priority to the Staff Forum unless there is a pressing College need that takes precedence.

Faculty Council and Committee Structure
The College and General Faculties are organized to conduct their affairs primarily through five program councils and their subordinate committees. Each of these councils is responsible to either the College Faculty Assembly or General Faculty Assembly, and any recommendations for substantive changes in policy are subject to approval by one or the other body. The councils are: Academic Program, Faculty Status, Labor Program, Strategic Planning, and Student Life. Coordinating and overseeing all elements of the structure is an Executive Council. The functions and composition of the Executive Council and the five program councils and their related committees are described below.

The Executive Council
The Executive Council is charged to oversee campus governance; to identify what issues need governance attention; to prioritize policy and governance issues; to charge standing Committees and to form and charge ad hoc teams as necessary; to set agendas for College Faculty Assembly and General Faculty Assembly meetings; and to perform other tasks as enumerated below.

The Executive Council shares responsibility with the Strategic Planning Council to identify emerging issues that have institution-wide implications; and to communicate broadly with the campus community regarding the major issues that need to be addressed and to use the appropriate governance channels to address them.

The Executive Council coordinates the efforts of the various program councils and is generally responsible for the effective functioning of campus governance. On an ongoing basis it monitors operation of the governance system and, if necessary, recommends modifications for faculty approval. When directed, it also considers other matters of substance or procedure which concern either the College or General Faculty and which are not explicitly assigned to a program council. In addition, it regularly performs the following specific tasks:

1. Annually designates the chair of College Faculty Assembly and General Faculty Assembly meetings.
2. Designates the Faculty Secretary and appoints an alternate to record minutes if necessary.
3. Sets the agenda for faculty meetings, distributes particulars of the agenda one week before the meeting, and, when necessary, arranges forums in advance of the meetings for faculty discussions of items on the agenda. Agendas, organized by the Executive Council,
designate items for action by the College Faculty Assembly or the General Faculty Assembly.

4. Forms ad hoc committees/teams as needed. The Council may appoint individuals to serve on ad hoc committees/teams.

5. Serves as the nominating body for faculty councils and committees and for positions that are considered as committee service (e.g., Faculty Secretary, Faculty Liaison to the Board of Trustees, and Faculty Advisors to the Student Government Association). This work is typically led by the Nominating Subcommittee which is comprised of the past chair, the chair-elect, the at-large College Faculty Assembly member, and the at-large General Faculty (non-College Faculty Assembly) member.

6. Approves the official College Calendar.

7. Assists the President as liaison between the faculties and the Board of Trustees.

The Executive Council is composed of the following:

The President of the College

A Vice President-level position appointed annually by the President

The chairpersons or a consistent designee from each of the following: Academic Program Council, Faculty Status Council, Labor Program Council, and Student Life Council.

The faculty co-chair of the Strategic Planning Council

The designated co-chair of the Staff Forum

A representative of the Executive Committee of the Student Government Association

Three persons elected at-large for three-year staggered terms from the General Faculty by the General Faculty Assembly, serving as chair-elect, chair, and past-chair during their terms of service.

Two persons elected at-large for three-year terms by the General Faculty Assembly; one must be a College Faculty Assembly member and one must not.

The Executive Council has two constituent committees, the Awards Committee and the Campus Environmental Policy Committee.

**Faculty Secretary**

The Faculty Secretary is the recorder of official proceedings of the College Faculty Assembly and the General Faculty Assembly meetings. The minutes of this body are disseminated and approved by this body. Service as Faculty Secretary counts as committee service. This position is appointed by the Executive Council from the membership of either the College Faculty or General Faculty. In the absence of the Faculty Secretary, the Executive Council will appoint an alternate.
**Awards Committee**
The Awards Committee nominates honorary degree candidates and the Berea College Service Awards candidates for approval by the College Faculty Assembly and General Faculty Assembly, respectively. The Committee solicits suggestions for honorary degrees and service awards from the College community. The faculties may choose to have other awards determined by this committee.

The Awards Committee consists of two elected members of the College Faculty Assembly, two elected members of the General Faculty who are not members of the College Faculty Assembly, one member of the Board of Trustees as appointed by the Board, and one student member as appointed by the Student Government Association. College Faculty Assembly and General Faculty members of the Awards Committee will be elected by the General Faculty Assembly and will serve staggered three-year terms.

**Campus Environmental Policy Committee (CEPC)**
The Campus Environmental Policy Committee (CEPC) monitors the progress of Berea College toward ecological sustainability—the ability to meet current needs without degrading the natural systems and resources required to meet future needs—and recommends policies and actions that will promote progress toward ecological sustainability. The responsibilities of the CEPC also include:

- Developing a method for measuring the progress of Berea College toward ecological sustainability.
- Overseeing the preparation, at least bi-annually, of a report assessing the College’s progress toward ecological sustainability.
- Identifying opportunities for linkages between actions taken to increase the ecological sustainability of the campus, and the efforts of the SENS Program and others to increase the awareness and understanding of students, faculty, and staff of environmental issues and pathways toward sustainability.

The CEPC will consist of three elected College Faculty Assembly members; three elected General Faculty members who are not members of the College Faculty Assembly; two students appointed by SGA; and one ex officio member, the Vice President of Operations and Sustainability. College Faculty Assembly and General Faculty members of the CEPC will be elected by the General Faculty Assembly and will serve staggered three-year terms.

**The Academic Program Council (APC)**
The Academic Program Council has comprehensive responsibility for the academic program, with specific responsibilities for curriculum, policy development, and general oversight of practices and services affecting the academic program. The Council may elect to delegate certain specific responsibilities to subcommittees or members, but all decisions with policy implications will be brought before the entire Council. The Council receives proposals from academic divisions, core course planning groups, students proposing independent majors, as well as its own subordinate committees. It also may initiate policy and program proposals. The Council may approve, modify, or reject proposals that it receives; however, on substantive matters, the Council submits conclusions to the College Faculty Assembly as recommendations for adoption.
The Academic Program Council consists of the Academic Vice President and Dean of the Faculty, the Dean of Curriculum and Student Learning, the Director of Student Academic Records and Accounts, one faculty member from each academic division, and one student representative appointed by the Student Government Association. Each member shall have full voting rights, except for the Director of Student Academic Records and Accounts, who is non-voting. The division designee to APC shall not be the current Division Chair nor a current member of the Faculty Status Council.

Election of the divisional APC designee shall occur in two rounds. Members of a division will nominate (by election) two candidates for the divisional designee. Members of the College Faculty Assembly will then vote to select one of the two candidates as that division’s APC designee. Elected members serve staggered three-year terms, resulting generally in only two new division designees each year. (See section on Elections and Appointments.)

The Council elects its chairperson each year. Under the jurisdiction of the Council are six committees: the Athletics Affairs Committee, the Committee on General Education (COGE), the Convocation Committee, the Learning Commons Committee, the Student Admissions and Academic Standing Committee (SAAS), and the Teacher Education Committee. The office of the Academic Vice President and Dean of the Faculty will provide staff support for this Council.

(As noted in the Preamble of this Manual, because this is a year of transition to a new divisional structure, divisional membership on APC for 2011-2012 follows the 2010 Faculty Manual, with the inclusion of the new Dean of Curriculum and Student Learning, and the Director of Student Academic Records and Accounts.)

Athletic Affairs Committee
The Athletic Affairs Committee has within its purview intercollegiate teams and student activity clubs involved in athletic competition. In regard to intercollegiate athletics, a primary responsibility is to ensure a proper balance among such activities, academic pursuits, and the labor program. Toward that end the Committee regularly reviews the scope of the program, the variety of teams fielded, the number and timing of scheduled contests, and formulates policy recommendations. Seeking fair treatment for all College teams, the Committee monitors access to facilities, suitability of equipment, budget allocations, and related matters. The Committee also cooperates with the Athletic Director to ensure compliance with institutional standards and regulations of the associations of which Berea College is a member. Beyond intercollegiate competition, the Committee also reviews issues and provides advice relating to student activity clubs involved in athletic competitions as requested by the Student Life Council.

Six members comprise the Committee. The Faculty Athletic Representative will be appointed by the Administrative Committee and serve a five-year renewable term. One member will be elected from the College Faculty Assembly for a three-year term and one member will be elected from the General Faculty (this member cannot be a member of the College Faculty Assembly) also for a three-year term. Two students—one male and one female—are also members. The Athletic Director will be an ex-officio member without voting privileges. The Athletic Administrative Assistant will attend the meetings and act as a recording secretary.
Committee on General Education (COGE)

The Committee on General Education is charged with acting as the steering committee for the General Education curriculum and is guided by the following aims of the General Education Program:

Knowledge: the General Education Program will help students understand:
   (1) aesthetic, scientific, historical, and interdisciplinary ways of knowing;
   (2) religion, particularly Christianity, in its many expressions;
   (3) Berea College’s historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region;
   (4) the natural environment and our relationship to it;
   (5) the roles of science and technology in the contemporary world;
   (6) U.S. and global issues and perspectives.

Skills: the General Education Program will help students develop the abilities to:
   (1) read and listen effectively; write and speak effectively, with integrity and style;
   (2) think critically and creatively, and reason quantitatively;
   (3) develop research strategies and employ appropriate technologies as means to deepen one’s knowledge and understanding;
   (4) work effectively both independently and collaboratively;
   (5) resolve conflicts nonviolently.

Habits of Mind: the General Education Program will help students:
   (1) deepen their capacities for moral reflection, spiritual development, and responsible action;
   (2) develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture;
   (3) cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives;
   (4) think and act in ways that promote peace with justice;
   (5) develop habits leading to lifetime health and fitness.

Learning Experiences: the General Education Program will help students become independent learners through:
   (1) Discussion and lecture;
   (2) Student-initiated learning;
   (3) Experiential learning (for example, service-learning, travel, internships, etc.);
   (4) Collaborative learning.

The Committee on General Education (COGE) has responsibility for oversight of the General Education Program. This includes:
   (1) consideration of issues that affect the substance of the General Education curriculum, including reviewing and making recommendations on any matters that affect GSTR course guidelines or the General Education curriculum as a whole.
   (2) administration of existing policy within the General Education Program. These matters include (but are not limited to) the development, review and approval of new sections of General Education core courses, Perspectives, and other components of the General
Education Program; and consideration of requests for exceptions within the General Education Program.

(3) systematic and on-going assessment of individual GSTR courses, and of the General Education curriculum as a whole.

(4) planning for faculty development in regard to the General Education Program.

(5) initiation of proposals for programmatic and/or curricular changes to the General Education Program which are forwarded to and acted upon by the Academic Program Council (APC).

COGE will consist of eight members—the Dean of Curriculum and Student Learning; six Course Coordinators; and a student. The Dean of Curriculum and Student Learning will serve as a voting member of the Academic Program Council (APC), and will function as a liaison to facilitate communication between COGE and the APC. The six Course Coordinators will be appointed by the Dean of Curriculum and Student Learning. Terms will generally be three years, but may range from two to five years. All members will have voice and vote.

**Convocation Committee**
The Convocation Committee is primarily concerned with annual program planning. It selects events and presentations that advance the College’s educational purpose and enrich the life of the campus and community. Scheduling of and arrangements for convocation programs are responsibilities of the Coordinator of Convocations, but Committee members provide advice and assistance. The Committee submits recommendations for policy changes to the Academic Program Council.

The Committee is composed of six members—two persons elected from the College Faculty Assembly for three-year terms, two students, the Dean of Curriculum and Student Learning or designee from the Committee on General Education, and the Coordinator of Convocations.

**Learning Commons Committee**
The Learning Commons Committee facilitates collaboration between various academic support services across campus to deliver effective and integrated service in support of student learning and student academic success. The Committee will explore various dimensions including service methodology, interdepartmental collaboration, physical dimensions (such as the location of services), student/faculty convenience in tapping services, and virtual dimensions (that may include a virtual learning commons, portal systems, and web-based master calendar system to provide 24/7 support for student academic success). The Committee represents and promotes the college as a multi-faceted, inclusive learning community dedicated to student learning. The Committee works collaboratively with others across campus to:

1. Nurture student potential by coordinating expertise and resources
2. Promote reflective and effective teaching and learning in formal and informal settings
3. Promote academic success through an integrated approach to student academic support.
4. Promote innovation in instruction and course management to increase learning, collaboration and critical/intellectual thinking.
5. Provide seamless access to teaching and learning resources and related support services.
6. Sponsor activities that complement faculty efforts and promote student learning and achievement.
7. Support retention efforts through a better understanding of how our students learn and what they need to know in order to succeed in college.
8. Align academic support services accordingly.
9. Assess and monitor the effectiveness of services that support a high-quality liberal arts education.

The Committee has nine members which include the Director of Academic Services, the Chief Information Officer, the Director of Library Services, the Coordinator of the Learning Center, the Disabilities Coordinator, the Director of Institutional Research and Assessment, one College Faculty Assembly member elected by the College Faculty Assembly; one General Faculty member who is not also a College Faculty Assembly member elected by the College Faculty Assembly; and one student representative chosen by the Student Government Association. Subcommittees will be formed as needed and may include others across campus with certain expertise needed to carry out the work of the subcommittees. Elected members serve three-year staggered terms. All members are voting members.

**Student Admissions and Academic Standing Committee (SAAS)**

The Student Admissions and Academic Standing Committee monitors current policies and practices with regard to admission, scholarship, probation and suspension, and formulates policy recommendations for consideration by the Academic Program Council and other appropriate bodies. It offers admissions recommendations and stipulations to the Admissions Decision Team on marginally qualified new, transfer, and readmission applicants. The Committee serves in an advisory capacity to departments, administrative offices, committees, and faculty advisors on matters related to policies and programs that impact student success.

The Committee hears and renders decisions on (1) cases of alleged academic dishonesty; (2) grade appeals after they have been reviewed at the program level; (3) appeals from students on academic probation and/or under academic suspension; (4) appeals for denied requests for ninth and tenth terms of extension; (5) requests for additional terms beyond ten; (6) appeals of denied labor overloads (15-20 hours); and (7) requests to work more than twenty hours. The committee also assesses the impact of program curricular planning on timely and adequate progress toward students’ completion of their degrees.

Seven members comprise the Committee—four elected from the College Faculty Assembly representing each of the four divisions, one student, the Director of Academic Services, and the Dean of Enrollment and Academic Services. College Faculty Assembly representatives serve three-year terms. Information regarding marginally qualified new, transfer, and readmission applicants as well as transfer students who exceed maximum transfer credits is presented by the Dean of Enrollment and Academic Services; issues involving students on probation or under suspension by the Director of Academic Services. On matters they present, these administrative officials vote only in the event of a tie. The Academic Services Office will provide necessary staff support to this Committee.

(As noted in the Preamble of this Manual, because this is a year of transition to a new divisional structure, divisional membership on SAAS for 2011-2012 follows the 2010 Faculty Manual.)
**Teacher Education Committee (TEC)**

The Teacher Education Committee engages in curriculum development, selects students for the Teacher Education Program, and provides liaison between that program and the rest of the campus. Departments involved in teacher preparation submit curricular proposals affecting teacher education to the Committee, which reviews and refines them in light of institutional circumstances and certification requirements of the Kentucky’s Education Professional Standards Board. Proposals approved by the Committee are forwarded to the Academic Program Council for consideration and action. The Committee, assisted by representatives of programs with teacher preparation curricula, also screens students for admission to the program.

Composition of the Committee is designed to meet institutional needs and expectations of the Education Professional Standards Board. Eleven members make up the Committee: four members of the College Faculty Assembly from programs with teacher education curricula (excluding the Education Studies Program) to be elected by the College Faculty Assembly; the Chair of the Education Studies Program; a second member of the Education Studies Program appointed by the Chair of the Education Studies Program; the Dean of Curriculum and Student Learning; a school administrator selected by TEC; a school teacher selected by TEC; a student of elementary education; and a student of secondary education. When meeting to select teacher education candidates, the Committee must invite attendance of appropriate representatives of those programs with teacher education curricula which do not also have direct representation on the Teacher Education Committee. Faculty members elected to the Teacher Education Committee serve three-year terms.

**The Faculty Status Council (FSC)**

The Faculty Status Council (FSC) deals with questions of faculty status. The Council is responsible for policy review and recommendations to the College Faculty Assembly on College Faculty personnel matters and professional well-being. In individual cases of probationary review the Council acts as an advisory body to the Academic Vice President and Dean of the Faculty. In individual cases of promotion or tenure review, the Council acts as the review and recommending body, reporting to the President. In addition, in questions of professional competence and dismissal for cause, if the issue is not settled after a personal conference with the faculty member, the Division Chair, and the Academic Vice President and Dean of the Faculty, the Academic Vice President and Dean of the Faculty must request the FSC to act as an advisory body. The Council is also responsible, in consultation with the Faculty Appeals Committee, for review of policies and procedures used in faculty appeals.

Membership on the Faculty Status Council consists of seven tenured College Faculty Assembly members (with appropriate gender balance and diversity of perspectives), and the Academic Vice President and Dean of the Faculty. Six of the College Faculty Assembly members are divisional designees and one is an at-large designee. The at-large member may be utilized to maintain gender balance and balance of perspectives on the Council. Division Chairs are ineligible for service on the FSC during their term as Division Chair. A special nominating ballot and election process is used to fill positions on the FSC.

Prior to Round One elections in March, a special nominating ballot is used for vacancies on the Faculty Status Council. In early spring a list will be compiled of all tenured faculty, including those serving on another council. The list will be subdivided by gender and division, to suit the needs of available
positions on the FSC. Faculty will be asked to vote for up to three candidates within each subdivision. The top candidates from the faculty vote will be contacted for agreement to serve and placement on the ballot. This ballot will go to the faculty for a vote. If an elected candidate is currently serving on a council, that candidate would be released from those council duties for the next academic year. The next round of elections would fill that newly vacated council seat. (See section on Elections and Appointments.)

College Faculty Assembly members are elected for staggered three-year terms, and the chair is elected from Council members. At the conclusion of each year, those elected members whose three-year terms are concluding then serve an additional three years as alternates. If an elected member of the FSC is unable to participate for a period of time (e.g., for medical or other similar reasons), then an alternate becomes a pro tem member of FSC. If an elected member of the Council has been an active mentor for the candidate for tenure or promotion, then that Council member is excluded from Council consideration of that case and an alternate participates in all the Council’s deliberations, voting, and recommendations regarding that case. The Executive Council will appoint the necessary alternate.

(As noted in the Preamble of this Manual, because this is a year of transition to a new divisional structure, divisional membership on FSC for 2011-2012 follows the 2010 Faculty Manual.)

The Labor Program Council

The Labor Program Council advises and assists the Vice President for Labor and Student Life and the Dean of Labor in interpreting and applying the vision for the Student Labor Program. It works to sustain the vision by providing opportunities for the Berea College community to reflect on local and global issues in the world of work. The Labor Program Council also works with People Services and other campus offices to better link the goals and policies of the Student Labor Program with those of Berea College’s workplaces and workers by developing goals for both the learning and workplace performance of students and for the program as a whole.

When student-initiated labor grievances—including those related to discrimination—cannot be resolved through administrative channels, the Labor Program Council will convene a grievance board as outlined in the Student Labor Grievance Procedure. When a student is suspended for labor reasons and chooses an appeal by committee, the Labor Program Council will serve as the appellate board. All student labor-related misconduct requiring a hearing (falsification of time, theft of equipment, etc.) will be adjudicated according to the Community Judicial Code.

The Labor Program Council membership shall include: a person from the Labor Program Office who is responsible for training and assessment; a person who is involved with the allocation of student labor positions; a person from People Services who provides training for Labor and other supervisors; three working supervisor/mentors from diverse work areas elected by the General Faculty Assembly, including one member of the College Faculty Assembly and two non-teaching members of the General Faculty—one exempt and one non-exempt; two students appointed by the Student Government Association whose work experiences are diverse; and the Dean of Labor who will serve ex-officio. Elected members will serve three-year terms. The Labor Program Council will invite and include other voices as needed.
The Strategic Planning Council (SPC)

The Strategic Planning Council conducts continuous planning for institutional change based on the mission of the College, interpreted in light of opportunities and constraints created by changing internal and external circumstances. It engages in ongoing strategic thinking for institutional change, produces strategic planning documents and implementation plans; and assesses the outcome of strategic initiatives and recommends revisions as necessary. The Strategic Planning Council shares the following responsibilities with the Executive Council: to identify emerging issues that have institution-wide implications and to communicate broadly with the campus community regarding the major issues that need to be addressed and to use the appropriate governance channels to address them.

Membership of the Strategic Planning Council consists of 1) three College Faculty Assembly members elected by the General Faculty Assembly, each serving for a three-year term as co-chair-elect, co-chair, and past co-chair; 2) five persons elected at-large by the General Faculty Assembly for three-year terms—one must be a College Faculty Assembly member and four must not; 3) two students appointed by the Student Government Association; 4) two persons appointed by the Executive Council; and 5) by virtue of their offices, the President, the Academic Vice President and Dean of the Faculty, and the Vice President for Labor and Student Life. The President will co-chair the Council along with the faculty co-chair. The faculty co-chair will also serve on the Executive Council.

The Executive Council will invite persons in all areas of the College to express interest in serving on the Strategic Planning Council before making nominations and appointments. For elected positions, the Executive Council will prepare a slate of nominees to be elected as outlined above. Following the election, the Executive Council will appoint two members to balance the perspectives and expertise of the four elected faculty, four elected staff, and two appointed students. Students will serve for one year, subject to reappointment. Elected faculty and those appointed by the Executive Council shall serve staggered three-year terms.

The Student Life Council (SLC)

The Student Life Council develops policy with respect to rules for student conduct, and policy for nonacademic aspects of campus life affecting students. SLC reviews policy regarding residence hall matters, campus activities, and student publications. The Student Life Council also monitors current policies and practices in student services areas such as Counseling, Career Development and Placement, and Health Services, and, upon request, advises administrators responsible for those services.

The Student Life Council has original jurisdiction in cases involving weapons, and in cases deemed by the President or his designate as being of an emergency nature. Hearings require the presence of at least three Council members: two faculty/staff and one student. Concurrence of a majority of the members present is necessary in order to reach a decision.

The Student Life Council also serves as an appellate board for nonacademic cases of alleged student misconduct, hearing student appeals of procedural or substantive matters involved in prior hearings of misconduct cases. As such, the Council may hear appeals of decisions involving students from the Campus Conduct Hearing Board. When a decision is appealed to the Council, the SLC Chair will
determine whether the appeal has merit. If the appeal is judged to have merit the Council chair constitutes, from the Council membership, a hearing board consisting of two faculty/staff members and one student. In appellate hearings, the Vice President for Student Life and a member of the Campus Conduct Hearing Board may be present to answer questions and give information, but will not be present during deliberations or decisions. As an appellate board the Council may refuse to hear appeals if there are insufficient grounds for the appeal.

Membership of the Student Life Council totals seven, including the Vice President for Labor and Student Life; four elected members of the General Faculty, two and only two of whom are also members of the College Faculty Assembly; and two students, one of whom is the Student Government Association President or another elected officer designated by the SGA President. Of the four elected faculty members, two must be male and two female. The four elected faculty members serve three-year terms. Of the two student members, one must be male and one female. The Council chairperson is selected from the elected faculty by the Council members.

**Campus Conduct Hearing Board**
(For the description of this Hearing Board, see the section on *Additional Standing Committees and Other Responsibilities.*)

**General Considerations**

**Committee Membership and Operations**

1. The President of the College is an ex officio member of all councils and committees except the Faculty Status Council and the Faculty Appeals Committee.

2. Neither College Faculty Assembly members nor General Faculty shall serve on standing or ad hoc committees or councils in their first year; nor shall they chair standing or ad hoc committees or councils in their first two years. Exceptions may be made only in unusual circumstances, as in the case of faculty who assume positions that entail ex officio service, faculty not new to the profession, or faculty with expertise critical to the work of a committee.

3. No person elected by the faculties to serve on a council may be elected by the faculties to any other council or committee, with the exception of the Faculty Status Council. (See *Elections and Appointments* for additional information about Faculty Status Council nominations and elections.) Only the chairpersons or representative of the above councils, by also serving as members of the Executive Council, serve on more than one council. These individuals may not serve on any other committee or council. No council member is eligible for nomination to another council, but members of committees are eligible for election to a council. Since some council members are also assigned to a subordinate committee, if a committee member is elected to a council, he or she will relinquish membership on the original committee.

4. No person may be elected by the faculties to serve on more than two committees or councils simultaneously. (Service as Faculty Advisor to the Student Government Association, Faculty Liaison to the Board of Trustees, and Faculty Secretary count as committee service.)
5. The committee system is partially designed with the principle of overlap between committees and councils in mind, to facilitate communication and discussion. Therefore, council members may also be required to serve as committee members. Unless otherwise specified, service by council members on committees is decided by the appropriate council in consultation with the individual members. The length of term for council representatives on subordinate committees is one year, subject to reappointment.

6. Student positions are filled by the Student Government Association.

7. Unless otherwise specified, a simple majority of committee or council membership shall constitute a quorum.

8. Council chairpersons are elected annually by and from the councils themselves.

9. Unless otherwise specified, ex officio members of councils and committees have vote as well as voice.

10. With only a few exceptions, councils and committees do not typically meet during the summer months.

11. All committees are expected to keep a record of their proceedings. No action of a committee or council is considered official unless noted in its minutes. Unless advance notice is given, or for reasons of confidentiality, committee meetings are open to interested members of the relevant faculty. In many cases, committees make a special effort to identify such persons in advance and extend invitations.

12. The official copy of the minutes of each program council and its subordinate committees are maintained in the office of the Vice President who serves ex officio on that council. Minutes for the Executive Council, the Strategic Planning Council, and the Faculty Appeals Committee are maintained in the President’s Office. The Vice President for Finance is responsible for Budget Committee minutes. The Office of Academic Services maintains the minutes for the Enrollment Policies Committee.

Copies of the minutes of the program councils and their related committees for previous years are publicly available in the College Archives in Hutchins Library. Minutes containing confidential information are not included in the public files.

13. Councils and committees follow appropriate rules of order to insure that each member is afforded opportunity to voice opinions and raise concerns.

14. As stated in Article VII, Section 1, of the Constitution of the General Faculty Assembly and College Faculty Assembly, changes to the governance structure shall be sent to the faculty two weeks in advance of action.
Elections and Appointments

1. With the exception of election to the Academic Program Council and the Faculty Status Council, elections to councils and committees are held in two rounds and are administered by the Executive Council. Round One is held in March, at which time all council vacancies are filled. Round Two is held in April, at which time all committee vacancies are filled.

Academic Program Council
Election of the divisional APC designee shall occur in two rounds. Members of a division will nominate (by election) two candidates for the divisional designee. Members of the College Faculty Assembly will then vote to select one of the two candidates as that division’s APC designee. Elected members serve staggered three-year terms, resulting generally in only two new division designees each year. (See section on Academic Program Council.)

Faculty Status Council
Prior to Round One elections in March, a special nominating ballot is used for vacancies on the Faculty Status Council. In early spring a list will be compiled of all tenured faculty, including those serving on another council. The list will be subdivided by gender and division, to suit the needs of available positions on the FSC. Faculty will be asked to vote for up to three candidates within each subdivision. The top candidates from the faculty vote will be contacted for agreement to serve and placement on the ballot. This ballot will go to the faculty for a vote. If an elected candidate is currently serving on a council, that candidate would be released from those council duties for the next academic year. The next round of elections would fill that newly vacated council seat. (See section on Faculty Status Council.)

2. For each elective office to be filled, the Executive Council nominates one more candidate than the number of positions available. Further nominations may be made from the floor of the faculty meeting. In its nominations the Council takes into account eligibility, availability, interest, representative balance, past committee service, equitable distribution of workload, and other considerations the faculty may desire.

3. Election to all positions is majority vote, with a runoff election between the top two nominees to be held in case of no majority on the first ballot.

4. When a vacancy occurs on a council or a committee during the academic year or during the summer, the Executive Council acts to insure it is filled. If the remaining term of the elected member is to be for less than one year, the Executive Council fills the position by appointment. If the remaining term is to be for a year or more, the Council nominates a replacement and the position is filled by faculty election. In order to provide continuity, the replacement will complete the term of the individual even if the term of the person originally elected extends beyond the absence.

5. General Faculty Assembly Divisional Appointments are made after the committee elections in April. Elections for the At-large General Faculty Assembly members are held in May and are administered by the Executive Council.
Faculty Meetings

1. The College Faculty Assembly and General Faculty Assembly meet as a single body each month. Meetings are limited to two hours in duration unless extended by vote of those present. At times more than one meeting per month may be required to complete necessary business. The Executive Council annually designates the chair of College Faculty Assembly and General Faculty Assembly meetings.

2. The proposed agenda for each faculty meeting, set by the Executive Council, is usually distributed one week in advance. Any member of the General Faculty Assembly may suggest agenda items to the Executive Council for inclusion on the printed agenda. The orders for each meeting include time for the hearing of brief committee reports and for new business, in addition to the orders set by the Executive Council. The College Faculty Assembly alone acts on matters pertaining to graduation requirements, curriculum, and College Faculty personnel policies. All other matters are considered by the General Faculty Assembly.

Additional Standing Committees and Other Responsibilities

Administrative Committee
The Administrative Committee is responsible to the Board of Trustees and the President of the College for matters of finance, physical properties, and internal management of the College. The Committee consists of the President and the five Vice Presidents of the College. All instructional and operating departments of the institution are organized under a member of this committee.

Budget Committee
The Budget Committee serves as an advisory body to the President in the preparation of the annual budget. Membership consists of the President, the five Vice Presidents, and three elected members of the General Faculty. The faculty should be on staggered terms of three years in length. The Controller will serve as secretary for the committee.

Campus Conduct Hearing Board
The Campus Conduct Hearing Board consists of five elected faculty members, five elected staff members, and four students appointed by SGA, plus other students as needed from a pool of Judicial-Board student chairs (trained in judicial hearing processes). Additionally, the Student Life Council (SLC) will annually appoint one member to serve on the Campus Conduct Hearing Board. The board should have racial and gender diversity. No member of the Campus Conduct Hearing Board may serve simultaneously on the Faculty Status Council or the Faculty Appeals Committee. Faculty and staff members are elected to serve terms of five years, with two members elected each year. The four student members shall be appointed annually by SGA. These students must not be on any form of probation and they must have already completed or be willing to complete judicial training. The Campus Conduct Hearing Board serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. Student members may not sit on hearing boards involving employees.
**Staff Hearings**
These matters may include individual complaints of harassment, sexual harassment, unlawful discrimination, or other employment-related grievances which apply to all employees of the College. For each case to be heard, a panel of three persons from the Campus Conduct Hearing Board is selected by the President with attention given to gender balance and other relevant factors. As noted above, student members may not sit on hearing boards involving employees. For cases involving non-teaching staff at least one member of the panel must be a General Faculty Assembly member. One panel member may be excused on challenge by each party.

To provide an opportunity for members to excuse themselves if appropriate or in any instance in which there are an insufficient number of Hearing Board members to meet the above requirements or to satisfy other essential material needs to ensure a fair hearing, the President may appoint one or more panel members from outside the Board.

The chair, appointed for each panel by the President, is expected to convene the panel in a timely way, to conduct the hearing, and to submit a written report of findings and recommendations to the President. The Title VII/IX Coordinator and the Director of People Services will advise panels hearing cases involving harassment, sexual harassment, unlawful discrimination, or alleged violations of the College’s Consensual Relationship Policy, as described in the procedures for hearing such cases. They will advise the chair on the hearing process, including such things as evidence and witnesses, and will be responsible for training and advising the panel members on the hearing process and for facilitating the hearing process. The Director of People Services will also serve as advisor to panels hearing cases involving employee relations in the same way she/he currently advises grievance committees. The Campus Conduct Hearing Board is also charged with ongoing review of procedures for reporting, investigating and acting on charges of sexual harassment, and with recommending to the President and the Executive Council any needed changes in those procedures.

**Student Hearings**
The Campus Conduct Hearing Board hears all suspendable nonacademic cases of student misconduct, including violations of the Student Conduct Regulations and misconduct arising in the student labor program or financial aid programs.

Cases of student misconduct are heard by a panel of three hearing officers including two staff or faculty members and one student. Any member of the Hearing Board may chair the hearing. Students may appeal Campus Conduct Hearing Board decisions to the Chair of Student Life Council. If the appeal is judged to have merit, the SLC Chair will constitute, from SLC membership, a hearing board consisting of two faculty or staff members and one student.

A member of the Student Life Council will also serve as a member of the Campus Conduct Hearing Board and will, along with the Residential Life Collegium Judicial Liaison, report annually to SLC regarding student hearings.

**Division Council**
The Division Council assists the Academic Vice President and Dean of the Faculty with academic long-range vision and planning (e.g., criteria for adding and eliminating majors and the allocation of tenure-track lines). The Council meets regularly with the Academic Vice President and Dean of the
Faculty to discuss, identify, inform, and recommend policies and decisions. The Council also serves as a venue for sharing ideas and best practices within and across divisions, including review of self-studies. The members of the Division Council include the chair of each division, the Academic Vice President and Dean of the Faculty, and the Dean of Curriculum and Student Learning.

**Enrollment Policies Committee**
The Enrollment Policies Committee is primarily concerned with matters of enrollment management and student progress. It sets goals each year for freshman, transfer, and returning student admissions, monitors retention and graduation rates, rules on student requests for leaves of absence, and coordinates planning and policy implementation among the offices represented on the Committee. This committee also ensures quality of education offered through consortial relationships and the ongoing compliance of these institutions with the comprehensive requirements. The members of the Committee are the Academic Vice President and Dean of the Faculty, the Dean of Enrollment and Academic Services, the Dean of Curriculum and Student Learning, the Vice President for Labor and Student Life, the Dean of Labor, the Director of Academic Services, and the Director of Institutional Research and Assessment (non-voting member). The Academic Vice President and Dean of the Faculty serves as chairperson.

**Faculty Advisors to the Student Government Association**
Two elected Faculty Advisors to the Student Government Association provide guidance in the development of policies, practices, and other procedures that pertain to the student body. As indicated in the current SGA Constitution, one advisor serves as an ex officio voting member of the Senate and the other serves as an ex officio voting member of the Board of Residents. The two advisors are elected for three-year terms from the College Faculty Assembly. Service as Faculty Advisor to the Student Government Association counts as committee service.

**Faculty Appeals Committee**
The Committee conducts appeals of tenure and promotion recommendations, cases involving termination for cause of tenured members of the faculty, and cases involving alleged violations of academic freedom. The processes for appeal of Tenure or Promotion recommendations or appeals of Professional Competence and Dismissal for Cause are described in separate sections that follow in the Faculty Manual. The Committee is composed of five tenured representatives of the College Faculty Assembly, elected to three-year terms. No member of the Faculty Status Council may serve simultaneously on the Faculty Appeals Committee.

**Faculty Liaison to the Board of Trustees**
The Faculty Liaison to the Board of Trustees serves to provide an avenue of communication between the Board and members of the College community. The Faculty Liaison to the Board of Trustees has the following responsibilities: to attend meetings of the full Board, to participate with voice but not vote, and to regularly report on Board meetings to the College Faculty Assembly and General Faculty Assembly. The Faculty Liaison must be a member of the College Faculty Assembly and General Faculty Assembly and is elected for a three-year term by the General Faculty Assembly. Service as Faculty Liaison to the Board of Trustees counts as committee service.
Safety Committee
The Safety Committee is responsible for coordinating and directing safety efforts on campus. It serves to promote safe and healthy work environments, to keep the College informed of OSHA regulations, to address general and specific safety issues and concerns, to recommend solutions to these concerns and to ensure that all of the programs in the Comprehensive Safety Plan are current and functional and support training efforts as defined by that plan. Membership consists of the Vice President for Operations and Sustainability/Risk Manager, Director of Environmental Health and Safety, Director of Public Safety, Director of Facilities Management, Director of People Services, Director of College Health Service, a College Faculty Assembly member, a General Faculty member, and a student representative.
Professional Responsibilities and Related Faculty Matters

At Berea, as at most colleges, the responsibilities of faculty are many and diverse. The first and most important responsibility is to one’s students and their learning. The greater part of a faculty member’s time and energy inevitably goes into one’s courses and course-related activities. If those courses are to remain challenging and up-to-date throughout a long career, however, attention must be regularly paid to one’s own professional growth. Ongoing scholarly, scientific, or creative work is properly seen not as activity separate from one’s teaching, but as an essential means to maintain the vitality of mind necessary for challenging and effective teaching.

For faculty and students alike, important learning also takes place outside the structured settings of classroom, studio, and laboratory. Consequently, faculty are expected to contribute to students’ intellectual and personal growth in other ways—through supervision in the labor program, advising and informal counseling, sponsorship of co-curricular activities, casual conversation in the dining hall, discussions in student residences, and the like.

After one’s first year, a faculty member should also expect to be called on for service on College councils and committees. Participation in campus governance is an important means both to stay informed about campus issues and to contribute to the formulation of institutional policy. Off-campus many faculty members also take part in various aspects of community life in Berea. Because the College and the community are mutually sustaining, such engagement is generally supported throughout the institution; faculty members are invited to follow their own interests and discretion in such matters.

In all that faculty are called on to do, each person is urged to seek in his or her life that balance of activity, reflection, and commitment most conducive to full use of one’s talents and abilities, effective service, and a sense of personal satisfaction.

Teaching and Scheduled Responsibilities

The teaching and scheduled responsibilities of faculty are performed during the nine months of the academic year. The year officially begins with the Opening Faculty Convocation, held in late August or early September. Faculty are expected to be available on campus from that time through Commencement, except for vacation periods and sabbatical leaves. For those who have fulfilled their full teaching load, teaching in the four-week summer session will be under separate contract. Teaching in the eight-week summer session is by separate contract and is not part of one’s obligation.

Teaching Load

Under the 4-4 calendar and the course-credit system, the standard teaching load for full-time faculty is not more than six courses per academic year. Typically, faculty teach three courses in fall and spring term, although some will teach five in the academic year, and one in the four-week summer session. For faculty in the sciences who teach two or more laboratories, no more than five courses are assigned. Load adjustments may be made by the Academic Vice President and Dean of the Faculty for administrative duties, coaching or directing, laboratory courses, or other special assignments.
Arrangements for load reductions are made by the Academic Vice President and Dean of the Faculty in consultation with the individual and his or her Division Chair.

Program Coordinators and Division Chairs are responsible for teaching assignments and for reviewing each program member’s and division member’s overall workload for equity. The Dean of Curriculum and Student Learning, in consultation with Division Chairs and Program Coordinators, and the Academic Vice President and Dean of the Faculty, selects faculty to teach general education core courses (GSTR courses) and is responsible for making those assignments. In determining teaching assignments, consideration is given to course credit, special factors affecting preparation and class time including laboratory and clinical components, the number of students served, the nature of the instruction required, and other non-teaching responsibilities of the faculty member. Teaching loads are regularly reviewed by the Academic Vice President and Dean of the Faculty to insure equity.

**Temporary Load Reduction**

At one or more points in a career a faculty member may need to reduce temporarily his/her workload below full-time. That need may be based on professional or personal considerations, including health, child-rearing, or other family responsibilities. On the request of a tenured, tenure-track, or library faculty member, adjustments in workload and salary are made when it is possible to meet both individual wishes and institutional needs. Such arrangements, which may be for a term or an academic year, normally extend for no more than two years.

**Professional Growth**

The continuing professional growth of each faculty member is a matter of interest to the entire College community. Faculty are selected who are well-prepared in their subject fields and knowledgeable about related fields, and who show clear promise of being stimulating teachers, wise counselors, and significant contributors to campus life. While responsibility for fulfilling that promise rests primarily with the individual, faculty development is overseen by the Division Chair, and institutional support is available in a number of forms. These include on-campus seminars and workshops, program funds for travel to professional meetings, and sabbatical leaves. Additional funds are also available by application to the Office of the Academic Vice President. Questions related to professional growth activities and funding may be directed to the Academic Vice President’s Office.

**Sabbatical Leave**

The purpose of the sabbatical program is to enable faculty members to prepare themselves for enhanced service to the College and its students. The leave is intended to provide an extended period when faculty, free of normal responsibilities, are able to concentrate on one or more projects designed to advance professional effectiveness. The sabbatical is properly thought of as an opportunity, not a right. The individual earns the right to apply for leave, but granting of the leave is based on an assessment of the proposed project and its potential benefits for the individual and the College.

1. **Length of leave and related salary arrangements:**
   1. Leave for an entire academic year, with one half of base salary. This may be increased to two-thirds of base salary if application is made for two outside peer-reviewed grants.
2. Leave for one regular term (for a total reduction for the year from six courses to three courses), with full salary.

II. Eligibility:
Eligibility for the first sabbatical comes after seven years of full-time teaching. Subsequent eligibility comes after six years of full-time teaching.

III. Application:
Application for sabbatical leave takes the form of a written proposal, stating the time of absence desired and describing in detail the project to be pursued. The proposal should make clear how the project will contribute to one's professional effectiveness, indicate the preparatory work to be completed before the leave begins, explain the activities to be undertaken, specify the expected accomplishments during the leave period, and suggest the most appropriate way for assessing those accomplishments. If possible, a timetable for the various elements of the project should be included. The proposal is to be submitted to the Academic Vice President and Dean of the Faculty not later than January 1 preceding the academic year in which leave is desired. The Program Coordinator and Division Chair are to receive a copy of the submitted sabbatical proposal from the applicant. Those whose projects the President approves are notified about February 1.

Acceptance of sabbatical leave entails several obligations and conditions:

1. Continued service to Berea College for not less than two years following completion of the leave.
2. Submission to the Academic Vice President and Dean of the Faculty, Program Coordinator, Division Chair, and the President of a written report on the project not later than October 1 following the sabbatical period. The report is to include a summary of activities and accomplishments, an outline of any work remaining to bring the project to conclusion, an assessment of the value of the leave to oneself and the College, and any plans to modify one’s courses or teaching as a consequence of the leave.
3. Agreement to pursue only the approved project and to refrain from any outside employment without explicit approval by the President. Since sabbatical leave continues one on salary from the College, acceptance of remuneration from another employer is usually inappropriate and unacceptable. If some employment is a necessary part of one’s project, that fact needs to be made clear in the sabbatical proposal. If such activity is likely to require more than a very limited amount of time, or to provide income beyond fairly narrow limits, an unpaid leave of absence may be more suitable than a sabbatical. Even if limited employment is approved, the level of remuneration may call for adjustment in the salary paid by the College.

Leave of Absence

Individual faculty members sometimes encounter unexpected circumstances, such as a major professional opportunity or a family emergency, that may justify an extended absence from the College. If the person is beyond the eighth regular term of service, he or she may request a leave of absence without pay. The request should be submitted to the Academic Vice President and Dean of the Faculty as far in advance as possible. All such leaves require the approval of the President. It is
usual institutional practice to approve faculty leaves, whether leaves of absence without pay or sabbaticals, for no more than one year.

**Student Advising**

The advising of students is an important responsibility of every full-time faculty member. In programs where the number of student majors is large, most of one’s advisees are concentrating in the field. In programs where student majors are few, most advisees are likely to be freshmen and sophomores undecided about a major. In both instances the obligation of the advisor is the same—to provide each student the guidance necessary to plan a suitable course of study and to facilitate personal growth. To be effective, such advice must be conscientious, timely, and accurate. Thus, all advisors are expected to be well-informed about College-wide requirements and course sequences, as well as the offerings in one’s own program, and to be regularly available for consultation with students. More than one contact per term with one’s advisees is desirable, so that the advisor may keep informed of each student’s progress and the student may have a ready source of help if needed. If the student is on academic probation, the advisor is informed by the Director of Academic Services of the conditions to be met. The Dean of Curriculum and Student Learning provides resources to promote effective advising.

The relation with the advisor may become one of the most valuable connections the student makes on the campus. In many cases the relationship may extend beyond academic matters to include discussion of career options, exploration of ethical issues, or counsel on personal problems. The advisor should use his or her own good judgment in such matters, and provide assistance and support to the extent that is comfortable for both parties. When circumstances warrant, the advisor should consult with, or refer the student to, other appropriate persons on campus, such as the professional staff in the offices of Student Life, Health Service, and the Campus Christian Center.

**Office Hours**

Berea considers the availability of faculty to students outside the classroom to be of great importance. Scheduling of office hours several times each week makes it easier for students to find teachers when necessary. It also facilitates communication throughout the campus. Full-time faculty should schedule office hours at least four hours each week, on different days and at different morning and afternoon times, to enable students to arrange conferences with faculty around their own class and labor obligations. Part-time faculty are expected to be accessible to students before and/or after class, and to meet scheduled office hours at least twice each week for an hour or more for each course. During times of advance registration in the fall and spring, full-time faculty are asked to extend office hours in order to help students plan programs of study for the coming term.

A copy of the office hours schedule should be posted on the faculty member’s office door and included in syllabi.

**Faculty Absences**

Occasionally professional or personal business may require a teacher to miss one or more classes. When such absences can be anticipated, arrangements should be made for the class to be covered by a
colleague or rescheduled for another day. If the absence is to be for only a day or two, approval of the Division Chair should be obtained well in advance and the Academic Vice President and Dean of the Faculty informed by the Division Chair. For longer absences, the latter’s approval is required.

In the event of illness or other difficulty that prevents meetings of classes, the Division Chair should be notified as soon as possible. The Division Chair is to inform students and the Academic Vice President and Dean of the Faculty. If the absence is to be extended, other members of the program may be asked to assist by carrying the colleague’s load temporarily. Such arrangements usually suffice for emergency situations, but if the absence extends beyond two weeks a suitable replacement is sought.

**Attendance at College Functions**

During the year there are several events at which faculty attendance is expected. These include the Opening Faculty Convocation, all-faculty conferences, baccalaureate and commencement exercises in the spring, and faculty meetings. Commencement requires full academic regalia for all faculty with full-time appointments.

Attendance at other college events, such as Convocations, worship services, recitals, dramatic and musical performances, and athletic contests, is strongly encouraged. It is recognized that campus life is too rich for anyone to be able to attend all that is scheduled; individual taste inevitably enters into one’s choices regarding such attendance.

**Employment Outside the College**

Full-time faculty appointments at Berea involve full-time responsibilities. Most people find that meeting College obligations leaves little time or energy during the academic year for part-time employment elsewhere. For that reason acceptance of paid consultancies, teaching appointments or other assignments outside the College is not encouraged, though such activity is not prohibited altogether. If the external assignment is an opportunity for genuine service and/or professional growth, it may be an appropriate use of one’s knowledge and skills. As a general rule such outside commitments should require no more than two days, or the equivalent in partial days, per month. With the exception of an occasional public address or workshop, external assignments for pay may not be accepted during the academic year without the prior approval of the Academic Vice President and Dean of the Faculty; undertaking such activity without approval is considered a breach of contract. This policy applies only to the academic year, not the summer months when most faculty are free of specified duties. Since the summer provides the best opportunity for study, research, course revision, and other creative work, it is expected that most faculty will want to spend their time in those pursuits whenever possible.

**Employment of Part-Time Faculty**

As a matter of policy, Berea College uses part-time faculty only sparingly. A small cadre are appointed because they have important knowledge or ability not represented on the full-time faculty. In a few programs where the faculty teaching full loads cannot handle all the courses offered, and the courses needing to be taught usually constitute less than a full load, part-time appointees are used. Also, part-time faculty are used as replacements for faculty on leave or unable to meet their responsibilities due to illness or other personal emergency.
Identification and selection of part-time faculty is a responsibility shared by the Program Coordinator, Division Chair, and the Academic Vice President and Dean of the Faculty. Whenever feasible, vacancies are advertised in state-wide newspapers, and selected graduate schools and neighboring undergraduate institutions contacted. Only candidates who meet stated criteria of the Southern Association of Colleges and Schools are considered for appointment. The Program Coordinator, Division Chair, and other division members as appropriate, routinely interview the most promising candidate(s). Upon the Division Chair’s recommendation, the Academic Vice President and Dean of the Faculty extends the offer of appointment, negotiates the terms, and confirms arrangements by letter. Part-time faculty are normally appointed as lecturers.

Orientation, supervision, guidance, and evaluation of part-time faculty is a responsibility of the Program Coordinator and Division Chair. The Division Chair insures that the appointee is fully informed of his/her duties, acquainted with relevant program and institutional policies and procedures, familiar with available support services, and made welcome among colleagues. The Division Chair also monitors performance as necessary to determine that the appointee is meeting all obligations satisfactorily. For review procedures of part-time faculty, see Reviews of Full or Part-time Faculty with Continuing Non-Tenure Track Appointments.

Part-time faculty do not have all of the rights and responsibilities of those with full-time appointments. They may attend meetings of the College Faculty Assembly and have voice, but only those whose instructional load has been at least half-time for two consecutive years and whose instructional appointment is expected to continue for the foreseeable future have vote. They are not routinely assigned student advisees, though persons with long experience at the College and familiar with its curriculum may be asked to serve in this role from time to time. Part-time faculty are expected to be accessible to students before and/or after class, and to meet scheduled office hours at least twice each week for an hour or more for each course.

Salary Procedures and Payment Schedule

At Berea, salary levels of full-time faculty are the result of careful consideration of each person. That consideration takes into account rank, years of professional service, national patterns within the various disciplines, professional accomplishment, and above all, assessment of individual performance and general contribution to the College. The criteria for evaluating performance are the same as those used in promotion and tenure questions. Each year salaries within each rank are analyzed and compared, in an effort to identify any inequities that may have developed over time, and to guard against salary discrimination based on gender, race, or other irrelevant factors.

Procedures for determining salary increments for the following year begin in November when the Academic Vice President and Dean of the Faculty meets with each Division Chair. In that session the Division Chair routinely reports on the work of each division member, commenting on notable developments and calling attention to any situation that may justify special salary consideration. By January the early deliberations of the Budget Committee have established the amount of funds available for salary distribution for the coming year. Within those limits, and taking into account information and suggestions from Division Chairs, the Academic Vice President and Dean of the Faculty develops recommendations for individual salary increments. Those recommendations are
forwarded to the President who, after reviewing them, discusses them with the Academic Vice President and Dean of the Faculty. During those discussions, usually held in late February or early March, the President decides on an appropriate increment for each person. The total budget for faculty salaries, along with salary and wage totals for other divisions of the College, is then factored into the institutional budget developed by the Budget Committee and submitted to the Board of Trustees. The Board considers and acts on that budget at its meeting in late May. Faculty members are advised, usually early in June, of their salaries for the coming year pending budget approval by the Board. Following receipt of this information any faculty member with questions regarding his or her salary is invited to confer with the Academic Vice President and Dean of the Faculty.

For all faculty, except some with regular summer responsibilities, the new salary goes into effect on September 1 and is first reflected in the paycheck received at the end of that month. The base salary is paid in twelve equal monthly installments, with payment made on the last working day each month.
Academic Policies and Practices

Academic Freedom and Responsibility*

This statement summarizes the understanding between the faculty and administration of Berea College on the principles and practices of academic freedom at this institution. Although both faculty and administration recognize the value of these principles, it is important to state the nature of the policies and the specific arrangements by which they are implemented. By having known principles and practices on these matters, the welfare of the entire College is promoted and safe-guarded.

Academic Freedom

Academic freedom is essential to quality education. It promotes strength in the educational program and protects faculty members in their responsibilities. All the constituent groups of the College share concern for the protection of academic freedom.

Freedom in Teaching

The faculty member is expected to be in sympathy with the aims of the College which should be stated clearly in writing at the time of appointment. The faculty member is entitled to freedom in the classroom and should be supported by the College administration and colleagues in its exercise. Academic freedom, however, carries with it duties correlative with rights. In exercising freedom in discussion of the subject matter, the faculty member should be careful not to introduce controversial matter which has no relation to the subject. This should not be narrowly construed, but the faculty member has a responsibility to the entire College community to refrain from habitually substituting extraneous materials for the proper subject matter of the course.

Freedom of Research

This freedom is fundamental to the advancement of truth. The faculty member is entitled to full freedom in ordering and recommending library materials, presenting a variety of perspectives, and in research and in the publication of the results. Such research and publications should not detract from the adequate performance of one’s other academic duties. Research for pecuniary return should be based on a written agreement with the administrative authority of the College.

* The substance and the wording of this statement are drawn in part from the 1940 Statement of Principles on Academic Freedom and Tenure, developed by the Association of American Colleges and the American Association of University Professors.

Freedom as a Citizen

The faculty member is a citizen, a member of a learned profession, and a member of an educational institution. He or she enjoys the Constitutional rights which belong equally to all citizens. When the faculty member speaks or writes as a citizen, he or she should be free from institutional censorship or discipline. But professional membership in the community imposes special obligations. As a person of learning and as a member of a college faculty, one should remember that the public may judge the institution by one’s utterance. Hence the faculty
member should at all times seek accuracy, exercise appropriate restraint, show respect for
others, and indicate that he or she is not an institutional spokesperson.

**Scope of Academic Freedom**

Academic freedom, as described above, applies to all teaching faculty, whether they are
tenured, on probationary appointment, or under special agreement.

**Academic Freedom for Students**

The student is entitled to academic freedom in learning. Faculty members should recognize the
student’s right to free speech in the classroom and the right to disagree.

**College Calendar**

Berea operates on a 4-4 calendar for the academic year. This provides for a fall term beginning in late
August or early September and lasting for about 15 weeks, and a spring term of similar length. The
academic year ends with Commencement exercises. Four-week and eight-week summer sessions,
which run concurrently, are offered. The specific calendar for each year is developed by the
Enrollment Policies Committee and approved by the Executive Council.

Several features of the fall and spring terms are worthy of special note. Toward the end of each term a
three-day Reading Period is scheduled. This time, which includes either a Friday or a Monday and the
adjacent weekend, is set aside for students to review course materials in preparation for final
examinations. No classes or other course meetings are held during this time. Reading Period is
followed by four days of examinations. The schedule is developed so that most students will have no
more than two examinations each day. To protect that situation for students, scheduled examination
dates may be changed only in rare circumstances; approval of the Director of Academic Services is
required well in advance.

There are several vacation, holiday periods, and special events during the year. During one week in
October classes are not scheduled for two days to provide a Mid-Term Reading Period. The
observance of Thanksgiving begins on Wednesday and extends through Sunday. Christmas vacation
lasts two weeks or somewhat longer. Spring Break occupies one week in mid-March. The College
also observes other special days of celebration when no classes are held. On Mountain Day, in
October, faculty, students, and staff join to enjoy outdoor activities and the heritage of the Appalachian
region. On Martin Luther King, Jr. Day, recognized on the date of the national holiday in January,
faculty, students, and staff join in various activities to celebrate and learn about those who sacrificed
for Civil Rights. The College reserves a day in the spring term for the purpose of exploring labor,
academic, and co-curricular opportunities (formerly known as Labor Day).

**Student Course Load**

Using a course-credit system, Berea does not count credit-hours. Graduation requirements are
expressed in terms of 32 course credits for all major fields except nursing, which requires 34. (One
credit is equivalent to four semester credit-hours.) Due to the eight-term limit at Berea, the normal
student load is four credits each term. A student must enroll and remain in at least three credits each
term to qualify for full-time status. *Degree-seeking students must have prior formal approval from the Office of Academic Services to enroll in less than three credits during a regular term.*

### Class Schedule

Classes are scheduled Monday through Friday, with most courses meeting three or four times a week for a fifty-minute period. Courses carrying less than full-course credit usually meet less often. Some full-credit courses—notably those with laboratories, studios, or seminar formats—vary from the common pattern. Classes are not scheduled after 2:50 p.m. on Thursdays to accommodate Convocations, held on most Thursdays at 3:00 p.m., and Labor meetings, frequently set for 4:00 p.m. The Convocation and Labor meeting times are also to be kept free of private lessons, tutorial sessions, required labor, and student conferences.

To facilitate the building of student class and labor schedules, the Office of Academic Services tries to insure that courses are equally distributed across all class periods. Instructors may not change the time or place of class meetings without the prior approval of the Director of Academic Services.

### Registration

The planning and process of registration for each term is the responsibility of the Director of Student Academic Records and Accounts, who is assisted by various other offices, Program Coordinators, Division Chairs, and faculty advisors. For continuing students, registration for the fall term is held in April each year; spring registration takes place in November; and summer registration is usually in March. At these times, each student plans a program of study with his or her advisor and, after the advisor approves and gives the student an alternate PIN, the student registers on-line. Overloads require the signature of the advisor and the approval of the Director of Academic Services and are added to the student’s schedule at the beginning of the term by the Student Service Center.

Incoming students are registered for their first term classes through a centralized process managed by the Director of Student Academic Records and Accounts based on course preferences gathered through an on-line orientation portal in May and June. Transfer students primarily complete registration during the June Transfer Orientation Workshops.

Courses can be dropped and added during any official registration period without charge. After the first week of classes, or the equivalent during summer term, no course may be added to a student’s schedule. All other changes require the approval of the advisor and the Director of Academic Services.

### Dropping a Course

In order to drop a course, the student must have the permission of his/her advisor. All courses for which the student is registered after the first week of classes appear on the student’s academic record. If the student withdraws from a course before the end of the term, the student receives a grade, which depends on the time and circumstances of withdrawal. If withdrawal occurs during the second through fifth weeks of classes in a regular term, the grade of “W” (Withdrawn) is given. If withdrawal occurs during the sixth through the tenth week of classes the grade will be “WP” (Withdrawn Passing), or “WF” (Withdrawn Failing), depending on the student’s standing in the course. Withdrawal from a
course is not permitted during the last four weeks of classes. Withdrawal from a course during a summer term involves the same grading pattern but shorter time frames, reflecting the compressed nature of those terms.

Class Rolls and Grade Sheets

The Student Service Center provides each instructor with official class lists shortly after registration. Instructors are asked to check these lists against the students actually attending the class, and to report any discrepancies to the Student Service Center. Grades are entered on-line by instructors at mid-term and at the end of the term.

Class Attendance

Each faculty member is responsible for establishing a clear policy on class attendance for each course, which should be included in the course syllabus.

The name of any student who has been excessively absent, or who seems to not be functioning in class, should be reported to the Office of Academic Services via email to “Performance Checks.” The Director of Academic Services will arrange for the review of the student’s attendance and performance in other courses and labor positions to be checked, inform the instructor and the student’s advisor of the circumstances, and work with those involved to develop an appropriate intervention strategy. If a student is confined by illness or called away for family emergency, the Student Life Office informs his or her teachers.

If a student is going to miss class due to participation in a College-sponsored trip, it is the student’s responsibility to confer with each instructor about the impending absence and, within the instructor’s attendance policy, to arrange to complete any course work missed. If the absence is likely to have a significantly adverse effect on course performance, the instructor is free to decide if the student should not be released from class.

Examination Policy

Except for general education core courses in which common evaluation measures have been adopted, the individual faculty member is free to decide what means are most appropriate for assessing student achievement in a course—quizzes scheduled whenever useful, term papers, oral and/or written reports, discussion assignments, course projects, examinations, etc. The instructor may also weight these elements in any fashion that is fair.

The last week of each regular term is an examination period. During this period, the usual daily schedule is not followed. Instead, each course meets once at a designated time for end-of-term examinations. These times are set by the Student Service Center, with an attempt to minimize conflicts and testing overloads for students. If a final examination is to be given, it is to be administered at the time specified. Since the Reading Period is intended to allow students to concentrate on preparing for exams, it may not be used for taking exams. In the event highly unusual circumstances seem to justify a change in time, an instructor may ask the Director of Academic Services for permission to reschedule
an examination. If the final examination time will not be used for exam administration, then the two-
hour period can be used for other course activities.

Students who have more than three exams in a given day or have other extraordinary circumstances
may request to have one or more of their exams rescheduled by gaining signatures from the instructors
impacted and final approval from the Director of Academic Services.

Grading System

The quality of a student’s academic achievement in each Berea College course is reported through
final course grades (approved by faculty in November 2007) as follows:

A: Excellent work
B: Good work
C: Competent work*
D: Poor work that is still worthy of credit

*Raisers serious concern about the readiness of a student to continue in related course
work.
F: Failing work that is unworthy of credit
CA: The required minimum of 7 Convocation credits were earned
CF: The required minimum of 7 Convocation credits were not earned
S/U/SC: Satisfactory, Unsatisfactory, Satisfactorily Completed

Given in developmental mathematics courses and in other non-credit courses and
projects. These grades are not used in determining the GPA.
P: Passing work

Given for courses which do not affect GPA, but for which credit is earned.
CP: Continuing progress

Given when a student is enrolled in a class that continues into the next term.
I: Incomplete

Assigned only when some portion of a course has not been completed for good and
sufficient reason. Courses in which I grades are assigned must be completed not later
than the end of the next regular term in which the student is enrolled or the grade will
be recorded as “F” on the permanent record. Note that instructors may set an earlier
deadline for completion of incomplete work than that set by the College.

In addition, the course grades of A, B, C, and D may be modified by a plus (+) or minus (-) suffix,
indicating achievement which is respectively at the higher or lower segment of each of these grade
ranges.

Grade Point Average: For purposes of computing the Grade Point Average (GPA), the following
weights are used: A+/A/CA-=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3;
D=1.0; D= 0.7, and F=0.0. S, SC, I, and U grades are not used in calculating GPA.

* Please note that a C- does not count for sequenced courses requiring a C or higher in a previous course
(e.g. FRN 102 requires a C or higher in FRN 101).
Faculty members may elect to use, or not to use, plus or minus grades. Whichever system an individual faculty member elects to use for a given course should be made clear to the students. Faculty members are urged to reflect on the definitions in the context of individual courses and incorporate the definitions into grading policies and course syllabi to be shared with students at the beginning of the term in a manner that seems appropriate to each instructor. Faculty should also consider the assigned value of a Berea College course, noting the definition of “course” in the glossary section of the Berea College Catalog.

Some courses are designed to use an alternative grading system. For example, in developmental mathematics and non-credit courses, “S” (Satisfactory) and “U” ( Unsatisfactory) grades are given. The “I” (Incomplete) is a temporary grade, given only when a student is unable to complete a course for reasons beyond the student’s control. Work in a course in which an “I” was received must be completed no later than the end of the next regular term in which the student is enrolled. Instructors may set an earlier deadline, but not a later one, for course completion; the deadline should be clearly understood by the student. Failure to complete course work by the prescribed time results in the grade being changed to “F”, or if appropriate, “U”. Faculty who will be on leave of absence or sabbatical leave in the term or year following the term in which an “I” grade would be assigned; faculty who hold single year or term appointments; faculty who do not plan to return as an employee of the College at the conclusion of a term or academic year in which an “I” grade would be assigned; or faculty who have received notification that their employment with the College will be terminated (for reasons of tenure review decisions, probationary term non-renewal, etc.), may not assign “I” grades.

Submission of Grades

Course grades are submitted on-line by instructors. Grades for each course are expected within two working days after the time designated for the final examination in the course. Grades for all members of the class should be submitted at that time. If an individual student has permission to complete course work after the end of the term, the instructor should submit a grade of “I” at the proper time, and then change the grade when course requirements have been satisfied. After grades have been recorded, any request for a change of a grade by a faculty member must be made in writing to the Student Admissions and Academic Standing Committee through the Office of Academic Services following the policy outlined in the Berea College Catalog and Student Handbook.

As a means of identifying students having academic difficulty, a system of mid-term grading is used. Toward the middle of each term instructors receive notification that the on-line grading system is ready for them to post mid-term grades using the regular grading scale. These grades are not included in the student’s GPA or transcript record. This information enables the Director of Academic Services to contact advisors and arrange for timely intervention to help students when necessary.

Grade Appeals

It is recognized that instructors must have the primary responsibility of assessing the quality of academic performance, advancement, and achievement of students in their classes. However, instructors are subject to human frailties; these frailties can cause errors in calculation or judgment that may affect assessment of a student’s performance. Instructors may appear to be capricious or
inconsistent in their grading of a particular student. Consequently, students may feel rightly or wrongly, a need to appeal that assessment. Except in the most unusual circumstances, grades will be changed only upon the recommendation of the faculty member involved and then only with the consent of the Student Admissions and Academic Standing (SAAS) Committee. The following procedures, designed to protect both the student and the faculty member, are to be followed such that the issue is resolved fairly and expeditiously:

1. Within 30 days of the start of the next regular term after assignment of the grade, the student must make a formal written appeal to the instructor involved explaining why he or she believes the grade should be changed. If the instructor finds an error has been made, he or she will request that the SAAS Committee approve a grade change and notify the student in writing of the request. If the instructor finds the grade to be correct, he or she will notify the student in writing of the decision not to change the grade, specifically addressing the student’s stated reason for the appeal. The instructor’s response must take place within 30 days of receipt of the appeal or for reasons of travel, sabbatical or other extenuating circumstances such as sick leave, within 30 days of the start of the next regular term when the faculty member returns.

2. If the student is not satisfied with the written response of the instructor, the student has the right to appeal in writing to the chair of the division in which the course is taught within 30 days of the date of the instructor’s written response. The student’s written notice of appeal should be accompanied by all relevant materials; a copy of the original written appeal to the instructor and a copy of the instructor’s written response must be forwarded to the Division Chair. Within 30 days of the date of the student’s written appeal to the division, the Division Chair will convene a subcommittee from the division. This committee will consist of the Division Chair, and at least four other divisional faculty representing a diversity of backgrounds and perspectives. The student and faculty member may be present for the hearing. If the Division Chair is the faculty member whose grade is being appealed, he or she will appoint another member of the division to chair the appeal hearing. For GST and GSTR courses, the Dean of Curriculum and Student Learning serves as the Division Chair and members of the Committee on General Education serve as the division committee. The decision of the designated division committee shall be communicated in writing to the student, the faculty member, and the Director of Academic Services within 14 days of the date of the hearing. The letter should address the division committee’s reason for supporting or denying the student’s appeal.

3. If either the student or the faculty member does not agree with the decision of the designated division committee, either may appeal to the SAAS Committee. Within 30 days of the date of the division committee’s written decision on the appeal, the student/faculty member must submit a letter contesting the division committee’s decision to the Chairperson of the SAAS Committee. The SAAS Committee will base its decision on the following materials forwarded by the division: the original written appeal by the student to the instructor, the instructor’s written response, the student’s written appeal to the division and all supporting materials, and the designated division committee’s response to the student. Both the student and the faculty member may be present when the appeal is heard. The decision of the Committee will be final.
SUMMARY OF GRADE APPEAL POLICY

<table>
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<tr>
<th>Action</th>
<th>Time Limit</th>
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<tbody>
<tr>
<td>Student submits written appeal to faculty member</td>
<td>Within 30 days after start of next regular term</td>
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<tr>
<td>A. Instructor finds error was made, requests that SAAS</td>
<td>Within 30 days of receipt of written appeal or for reasons of travel,</td>
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<td>Committee approve a grade change and notifies student in writing</td>
<td>sabbatical or other extenuating</td>
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<td>of request for grade change</td>
<td>circumstances such as sick leave, within 30 days of the</td>
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<td></td>
<td>start of the next regular term when the instructor returns</td>
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<tr>
<td>B. Instructor finds the grade to be correct, notifies student</td>
<td>OR</td>
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<tr>
<td>in writing, specifically addressing the student’s stated reason for</td>
<td>Within 30 days of receipt of written appeal or for reasons of travel,</td>
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<td>the appeal</td>
<td>sabbatical or other extenuating</td>
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<td>circumstances such as sick leave, within 30 days of the</td>
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<td>start of the next regular term when the instructor returns</td>
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<tr>
<td>Student is not satisfied with the written response of the instructor</td>
<td>Within 30 days of date of instructor’s written response</td>
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<td>and submits written appeal to Division Chair (or the Dean of</td>
<td>Within 30 days of date of student’s written appeal</td>
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<td>Curriculum and Student Learning for GST and GSTR courses)</td>
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<tr>
<td>Division subcommittee holds appeal hearing</td>
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<td>Division committee’s decision communicated in writing to the student,</td>
<td>Within 14 days of the division committee’s decision</td>
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<td>instructor, and the Director of Academic Services</td>
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<tr>
<td>Either the student or instructor does not agree with the decision of</td>
<td>Within 30 days of the date of the division committee’s written notification</td>
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<tr>
<td>the division’s committee and appeals to the SAAS Committee</td>
<td>of its decision</td>
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**Academic Dishonesty***

In the event a student appears to be guilty of academic dishonesty, the faculty member in whose course the offense allegedly occurred is responsible for pursuing the matter, making an initial determination, and deciding upon an appropriate course-related sanction up to and including failure of the course. When a teacher is convinced that academic dishonesty has occurred, the teacher will counsel with the student involved in an effort to determine an appropriate course of action. The minimal action is to reject the work in question. The teacher must then report the finding in writing to the Director of Academic Services, appending any documentary evidence of the dishonesty, and furnish the student with a copy of the written report. The Director of Academic Services will then record the report in a separate file. If multiple violations by any student are observed by the Director of Academic Services, he/she will report this student to the Student Admissions and Academic Standing Committee for possible further sanctions, including suspension. While deliberating to fix appropriate penalties, the Committee may ask for information from the Vice President for Labor and Student Life or the professional staff of that division concerning the student’s previous disciplinary or labor records. The student shall be informed of the names of those consulted by the Committee.

An instructor has the option of referring cases of alleged academic dishonesty to the Student Admissions and Academic Standing Committee for adjudication and/or disciplinary action. Also, in any case involving alleged dishonesty, the student has the right to appeal an action taken by the teacher to that Committee. Upon receipt of the written report, the Director of Academic Services will inform the student that there is one week in which to initiate an appeal of any part of the teacher’s report. Such appeals are to be directed to the Director of Academic Services.
While functioning as a judicial body to determine guilt or innocence, the Student Admissions and Academic Standing Committee will observe the judicial procedures defined in the Community Judicial Code contained in the Berea College Student Handbook. Cases involving false testimony before the Student Admissions and Academic Standing Committee while that Committee is functioning as a judicial body will be heard by the Student Life Council. Students who appear in a hearing before the Student Admissions and Academic Standing Committee shall determine whether or not student members of the Committee shall participate in the adjudication.

The purpose of keeping the above-mentioned file is to make it possible for one person, the Director of Academic Services, to be aware of multiple violations. Besides calling such occurrences to the attention of the Student Admissions and Academic Standing Committee, the Director of Academic Services will furnish information from the file concerning the violations of a particular student upon request by the Campus Conduct Hearing Board, the Student Life Council, or the Labor Program Council. The purpose of furnishing such information to these bodies is to assist them in their effort to obtain perspective on the student as a whole while deliberating to fix appropriate penalties in a particular case. Except as noted above, no group or individual will have access to the file.

*This policy statement was adopted by the College Faculty in 1973. Since then students have become more litigious and less inclined to accept adverse judgments without pursuing every avenue of appeal. This development can pose a problem for the faculty member who decides to rule independently on a case of academic dishonesty. Unless the student, confronted with the suspicion and the evidence, admits that he or she committed the offense, the instructor may be well-advised to refer the matter to the Student Admissions and Academic Standing Committee. By referral one avoids the possibility that emotional considerations will affect either one’s judgment of the offense or the decision on an appropriate penalty. At the same time the instructor may avoid the appearance of failing to provide due process.

**Course Syllabi**

Each instructor is expected to prepare and distribute to students at the beginning of each term a syllabus for the course in which they are enrolled. The syllabus is to contain the following information:

- Course goals
- Course requirements
- Nature of course content
- Methods of evaluation, including the approved description of the College’s grading system, and how the instructor will determine a student’s grade
- Course attendance policy
- Office hours
- Disability statement

Course goals are expected to center on desired student outcomes. Requirements should be clearly expressed. Material to be covered during the term should be summarized, though a class period-by-period outline need not be provided. The syllabus should make clear the instructor’s expectations regarding class attendance, describe any consequences for excessive absences, and specify any instances in which absences may be excused.

An electronic copy of the syllabus for each course taught that term is to be submitted to the appropriate Program Coordinator(s) by the end of the first week of the term. In the case of cross-listed courses,
syllabi will be sent to all Program Coordinators as appropriate. The Program Coordinator is responsible for collecting syllabi and insuring that they provide essential information. He or she will keep one copy on file, and forward an electronic copy to the Student Service Center. Faculty without a program appointment should submit their syllabi to his or her Division Chair. Syllabi will be retained for at least three years, and used for assessment and planning purposes.

**Textbooks**

Choice of textbooks and other course materials normally rests with the individual instructor. When there are multiple sections of a course taught by several instructors, the selecting of materials rests with the Program Coordinator or the appropriate multidisciplinary group. The College Bookstore provides forms for ordering textbooks. The placing of book orders at the time requested by the Bookstore is important, since doing so helps to insure the availability of materials at the beginning of the term needed.

**Classrooms**

Rooms for classes, along with class periods, are assigned by the Student Service Center. If a classroom seems inappropriate for some reason, the instructor should ask the Director of Student Academic Records and Accounts to determine if alternative space is available. To avoid difficulties over space that might not be immediately obvious, the Director of Student Academic Records and Accounts alone is authorized to make such changes.
Selected Institution-Wide Policies

Consult the Employee Handbook for additional institution-wide policies.

Animal Research Guidelines and Procedures

Preface
Research involving laboratory or farm animals is of primary importance in several disciplines on campus. Members of the College community who are conducting that research must be aware of, and follow, the College’s regulations for the use of animals in research. These regulations are derived from the guidelines published by the National Research Council (Guide for the Care and Use of Laboratory Animals. National Academy Press. Washington, DC. 1996. pp. 2-3). Unless otherwise specified, all references to animals in this document refer to vertebrates and exclude invertebrates.

“In summary, the principles encourage

- Design and performance of procedures on the basis of relevance to human or animal health, advancement of knowledge, or the good of society.
- Use of appropriate species, quality, and number of animals.
- Avoidance or minimization of discomfort, distress, and pain in concert with sound science.
- Use of appropriate sedation, analgesia, or anesthesia.
- Establishment of experimental end points.
- Provision of appropriate animal husbandry directed and performed by qualified persons.
- Conduct of experimentation on living animals only by or under the close supervision of qualified and experienced persons.”

“In general, the principles stipulate responsibilities of investigators, whose activities regarding use of animals are subject to oversight by an institutional animal, care and use committee (IACUC).”

Procedures for Review of the Research
A faculty member who plans to conduct or oversee research involving laboratory or farm animals must present the plan for that research to his/her program. Faculty members whose appointments are not in an academic program should direct their proposals to the Committee on General Education (COGE). The program (or COGE) has the responsibility of checking the proposal for compliance with the guidelines for the care and use of animals, based on the criteria below. The program (or COGE) will accept the project if it meets the guidelines. If accepted, the program will keep one copy of the proposal, and will forward a second copy to the Animal Care and Use Committee (ACUC) for filing and periodic review. If there is a lack of consensus in the program (or COGE), or if questions arise as to the use of animals in the research project, the proposal must be forwarded to the ACUC for review. The ACUC has the final decision as to whether the care and use of animals in the research project is appropriate. If the program (or COGE), or the ACUC determines that the care and use of animals is not appropriately addressed in the research proposal, the faculty member has the option of addressing
the concerns and resubmitting the proposal, but the research cannot be carried out until the project is accepted.

Proposals that are accepted by the program, COGE or ACUC will be kept on file in the faculty member’s Program Coordinator’s office, and a copy of each proposal will be kept by the chair of the ACUC.

Faculty members may submit proposals directly to the ACUC if federal grant proposals require authorization.

Protocols used on a regular basis (e.g. laboratory exercises in regularly-taught classes) will be kept on file in the Program Coordinator’s office and updated only if protocols change.

All animal research to be done by students as part of faculty-supervised work must be approved by the faculty member’s program. Students must have a clear understanding of the necessity for the use of animals in their research, and must be trained in the care and use of the animals in question.

**Criteria for Approval of All Animal Research at Berea College**
The following topics must be addressed in the animal care and use proposals (NRC Guide for the Care and Use of Laboratory Animals, page 10):

1. Rationale and purpose of the proposed use of vertebrate animals.
2. Justification of the species and number of animals requested. Whenever possible, the number of animals requested should be justified statistically.
3. Availability or appropriateness of the use of less-invasive procedures, other species, isolated organ preparation, cell or tissue culture, or computer simulation.
4. Adequacy of training and experience of personnel in the procedures used.
5. Unusual housing and husbandry requirements.
6. Appropriate sedation, analgesia, and anesthesia.
7. Unnecessary duplication of experiments.
8. Conduct of multiple major operative procedures.
9. Criteria and process for timely intervention, removal of animals from a study, or euthanasia if painful or stressful outcomes are anticipated.
11. Method of euthanasia or disposition of animal.

**Computer and Network Policy**

**Introduction**
Berea College is dedicated to a mission of learning, labor and service. In support of this mission, the College provides access to information resources, including computer equipment, computer networks and telecommunications to its students, faculty and staff (collectively, the “College Community”).

The Berea College Computer and Network Policy (the “Policy”) contains the College’s policy and guidelines governing use of its Information Technology Resources by all members of the College Community. “Information Technology Resources” means, without limitation, all computers, printers,
scanners, networks, internet portals, telecommunications equipment and lines, together with all other hardware and software owned or utilized by the College. Information Technology Resources also includes any privately owned hardware or software which is connected to any of the College’s computers, hardware, networks or telecommunications equipment. The College expects each member of the College Community to use these resources responsibly, ethically, and in compliance with this Policy, state and federal laws, and all contractual obligations of the College and third parties with respect to any component of the College’s Information Technology Resources.

The use of Berea College’s Information Technology Resources is a privilege. If a member of the College Community fails to comply with relevant College policy, laws, or contractual obligations, that member’s privilege to access and to use the College’s Information Technology Resources may be revoked.

By adopting this Policy, Berea College recognizes that all members of the College Community are bound not only by the Policy but also by state and federal laws including those relating to electronic media, copyrights, privacy and security. Other College policies that relate to this Policy include the Berea College Student Handbook, the Berea College Faculty Manual, and the Berea College Employee Handbook. Each member of the College Community is expected to be familiar with the relevant policies. All questions of interpretation of this Policy should be addressed to the Chief Information Officer.

Objectives
This policy is intended to:

- Maximize the effectiveness and efficiency of the College’s Information Technology Resources for all members of the College Community.
- Promote an equitable sharing of resources among all authorized users.
- Protect each individual’s privacy and freedom of expression.

At the same time, the College wishes to:

- Encourage exploration and learning.
- Help people learn how to become more self-sufficient in using computers and computer networks.
- Provide information technology resources to support the educational, labor and service missions of the College.

General Use
A. Any member of the College Community with a valid Berea College I.D. Card (a “User”) may use any of the computers in the student public access areas, except when these areas have been reserved. Users may also apply for and receive a network mail account. Temporary access to Information Technology Resources may also be extended on a limited basis to campus visitors. The College reserves the right, in its sole and absolute discretion, to refuse access to its Information Technology Resources to any person who is not a member of the College Community.

B. All Users are responsible for helping to maintain a sound computing environment. Acts which serve to degrade Information Technology Resources, whether deliberate or otherwise, are
prohibited. Berea College has the right to monitor, limit, or restrict specific technologies that disrupt or degrade Information Technology Resources.

C. Information Technology Resources are made available primarily for academic and administrative activities. Unauthorized use of Information Technology Resources for commercial purposes is prohibited.

D. Administrative or academic use of Information Technology Resources takes precedence over non-academic use.

E. Individuals should report any reasonable suspicion of computer security problems to the IS&S Service Center or the Network Services Coordinator.

F. Software applications licensed by Berea College may not be copied except according to the applicable license agreement. Illegal copying of licensed software is prohibited.

G. The following statement was adopted by the Faculty on May 14, 1992, and forms an integral part of this Policy:

Respect for intellectual labor and creativity is vital to academic Discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form and terms of publication and distribution.

Because information stored on electronic media is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in electronic environments, such as computer, VCR, etc. As members of the academic community, we value the free exchange of ideas. However, just as we do not tolerate plagiarism, we do not condone the unauthorized copying of software, including programs, personal files, applications, databases, and codes. Violations will be handled in the same manner as all other acts of dishonesty.

(Adapted from a statement developed by EDUCOM, an organization of over 2000 colleges and universities.)

H. Current state and federal laws regarding obscenity and pornography, libel and slander, and misuse of the mails for threats and anonymous letters apply to electronic mail, Internet and bulletin boards. Users are expected to use common courtesy, avoiding vulgarity, obscenity and profanity.

I. The general codes of conduct for students and employees apply to all users of Information Technology Resources.

J. Berea College reserves the right to terminate, limit or restrict any individual user’s access.

K. The President or a Vice President of the College may, without notice, terminate, limit or restrict user access for good cause. The Chief Information Officer may authorize immediate removal of any data, file or system resource that may undermine the College’s Information Technology Resources.
Electronic Communications
A. When creating electronic messages, users should be conscious that electronic information is easily duplicated and may be shared widely.

B. Using electronic communication for any form of harassment is prohibited.

C. Initiating or continuing electronic chain letters is prohibited. A chain letter is “a letter instructing the recipient to send out multiple copies so that its circulation increases in a geometrical progression as long as the instructions are followed.” (American Heritage Dictionary, 1995).

D. Spamming is prohibited. Spamming is defined as the act or acts of flooding mailboxes, bulletin boards and multiple mail lists with unsolicited messages.

E. The purpose of local bulletin boards is to share campus-wide information. Outdated messages not removed by the posting User will be removed by the administrator.

F. There is one official Berea College web site http://www.berea.edu/ containing information about Berea College with links to departments’ and organizations’ resources. Allocations of space for Internet resources (web sites, FTP servers, etc.) may be obtained by application to the Chief Information Officer.

G. Technical resources placed on or connected to the College’s Information Technology Resources are subject to all other College policies, standards and procedures. Copyrighted materials may not be displayed on the network or Internet resources without written permission from the copyright holders.

Freedom of Expression & Misconduct
Freedom of Expression and an open environment in which to pursue scholarly inquiry and share information are encouraged, supported and protected at Berea College. Censorship is not compatible with the goals of the College. While the College rejects censorship, behavior that constitutes misconduct as defined in this policy will not be protected. It must be remembered that “misconduct” within the framework of the College’s Information Technology Resources may also constitute a violation of general college regulations and of state or federal law.

User Privacy
Unauthorized users are obviously not entitled to privacy within the framework of the College’s Information Technology Resources, but even among authorized users, any violation of this Computer and Network Policy may also suspend the right of privacy. In such instances, an Officer of the College or the Chief Information Officer may, without notice, authorize IS&S personnel to access or disable such User accounts or files. Users should also be aware that User accounts, files and information may be disclosed upon subpoena or order of a court of competent jurisdiction.

However, all authorized users (members of the College Community and others) are entitled to privacy in all their authorized use of the College’s Information Technology Resources. Each User identity, log-in name, account name, or any other User ID and associated password belongs to an individual, office or department. No one should use a User identity, log-in name, any user ID, or account name and password without explicit permission from the owner thereof. No one should use aliases, nicknames, pointers, or other electronic means to attempt to impersonate, redirect or confuse those who use the
network. No one should use aliases, nicknames, pointers, or other electronic means to capture information intended for others without the explicit permission of the intended recipient. In order to protect his/her privacy, each User should accept responsibility for the appropriate use and dissemination of his or her user identity, log-in name, user ID, and account name and password.

Information Systems and Services personnel have access to files belonging to Users, but this access may be used only when it is essential for the maintenance of a system or the network itself.

*As adopted by the College and General Faculties, April 26, 2001
Revised December 3, 2004 to reflect changes to Information Systems and Services job titles and department structure. As revised by the Administrative Committee, June 15, 2011.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), often referred to as the “Buckley Amendment,” was enacted into Federal law in order to protect the privacy of a student’s education records. The legislation specifies what information can be released regarding a student and under what conditions the information may be released. The Director of Student Academic Records and Accounts maintains up-to-date information regarding these regulations. The Berea College Student Handbook contains information regarding policies established by the College in accordance with provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended in 1976, and the USA Patriot Act of 2001 (as amended).

Conflict of Interest

Policy
Berea College requires that any employee who has, or whose relative has, a substantial interest in any contract, sale, lease, purchase, the provision of services or any other transaction by or with the College shall disclose said interest to the Audit Committee of the Board of Trustees. If such an interest exists, the employee shall refrain from participating in the decision, contract, sale, or purchase in any manner.

What is the purpose and general thrust of the Conflict of Interest Policy?
The purpose of the College’s Employee Conflict of Interest Policy (the “Policy”) is to remove or control the possibility of personal influence that might bear upon an individual’s decision in his or her capacity as an employee of Berea College.

Who are employees and relatives?
Employees are all persons who are employed by Berea College on a full-time, part-time, or contract basis (including student employees). Relatives of employees are defined to include spouse, children, grandchildren, parents, grandparents, brothers, sisters (including half-brothers and half-sisters), brothers and sisters-in-law, parents-in-law, and children-in-law of the employee, or any other person living in the same household of the employee. If any substantial interest is present in a relative, that interest will be considered to be that of the employee. (For example, an employee does have a conflict of interest if a brother or sister is being considered for employment at Berea College.)
What is substantial interest?
A substantial interest is any interest, which cannot be defined as a remote interest and which confers a financial or proprietary interest, either direct or indirect. A remote interest means:

1. That of a non-salaried officer of a nonprofit corporation.
2. That of a landlord or tenant of the contracting party.
3. That of an attorney of a contracting party.
4. That of a member of a nonprofit cooperative marketing association.
5. Ownership of less than five percent (5%) of the shares or equity of a corporation or other for-profit business entity, provided the total annual income from dividends or other distributions, including dividends payable in stock, received from that corporation or business entity does not exceed five percent (5%) of the total annual income of the employee and further providing that any other payments from that corporation or business entity do not exceed five (5%) percent of the total annual income of the employee.
6. That of an employee in being reimbursed for expenses incurred in performance of official duty.

What are the affirmative responsibilities of employees?
Any employee of the College who has or whose relative has a substantial interest in a contract, sale, purchase or other transaction by or with the College shall make known that interest on the appropriate disclosure form provided by the College. The employee shall thereafter refrain from voting or participating in any manner the College’s decision to enter into such contract, sale, purchase or transaction. The Office of the Purchasing Manager shall forward the completed disclosure form to the Administrative Committee for determination of a conflict of interest. All instances reported will be forwarded to the Audit Committee of the Board of Trustees for review. It will be the responsibility of each employee to keep the disclosure current. Disclosure forms may be obtained from and shall be filed with the Office of the Purchasing Manager.

May an employee supply equipment, material, supplies, or services to the College who has or whose relative has a substantial interest?
Yes. An employee who has or whose relative has a substantial interest may supply equipment, material, supplies, or services to the College, provided that the following occur:

1. the interest is previously disclosed to and approved by the Audit Committee of the Board of Trustees;
2. the contract is with the employee and the contract is awarded after review and approval by the appropriate Vice President or the Administrative Committee of the College; and
3. the employee refrains from voting or participating in any manner in the College’s decision to enter into the contract, sale, purchase, or other transaction involving the interest.

(For example, employees that provide consulting or other products and services must declare a conflict of interest and refrain from participating in the selection process of the vendor.)

What are the College’s remedies in event of violation?
Any contract or transaction entered into in violation of the Policy is voidable or subject to cancellation at the sole option of the College acting through the Audit Committee and/or duly appointed officer(s) of the College. In addition, the College shall have all the remedies available to it at law and in equity, including referral of such matters to the civil authorities for investigation and/or prosecution as appropriate.
What are the penalties in event of violation?
Without limitation, an employee found to be in violation of the Policy is subject to institutional disciplinary action by the appropriate vice president, in consultation with the Administrative Committee of the College, up to and including termination from his or her employment.
(This policy was approved by the Board of Trustees at the February, 2004, meeting. Revised: 2007)

Consensual Relationship Policy

In their relationships with students, it is expected that faculty and staff members will conduct themselves with the highest level of professionalism. An open, fair, and effective educational environment depends on the respect of all members of the community for the appropriate roles of those who work and learn together. Accordingly, where they have direct and formal professional responsibilities (including, but not limited to teaching, advising, supervising, coaching, and evaluating in any way), faculty and staff members are prohibited from engaging in a consensual relationship (romantic or sexual) with a Berea College student. Even in the absence of such direct and formal responsibilities, consensual relationships between faculty/staff members and students may adversely affect the College’s learning environment and are strongly discouraged.

Approved by the General Faculty Assembly and the Board of Trustees, May, 2011.


Disability Leave

Any full-time regular employee who is disabled must apply for Family Medical Leave prior to applying for long term disability benefits. (See FMLA policy for an explanation of return to work rights and responsibilities.) When an employee is unable to work for more than one hundred and eighty (180) days because of injury or illness (in accordance with the definition of “disability” specified in the disability insurance plan documents), the employee is eligible to apply for long-term disability leave.
(Call the Benefits Office at ext. 3051 for details of the current insurance plan.)

When an employee who has been on disability leave is ready to return to work, the College will, if possible, return that employee to a position for which he or she is qualified and which resembles his or her former position as dictated by the Family Medical Leave Act or as closely as circumstances permit. However, the College cannot guarantee that such an employee will be returned to the same job as before. If no suitable positions are available, it may be necessary to terminate the employment.

Employees who have been on disability leave more than twelve (12) months are automatically terminated, as is any other employee absent from work this long, for any reason. Disabled employees terminated under this policy have the right to reapply at such time as they are able to work again.
Distribution of Printed Materials and Fund-Raising on Campus

From time to time students, faculty, or staff have occasion to distribute pamphlets or other printed material publicizing organizations or interest groups. Such material may be distributed only by recognized Berea College organizations, or by other groups with the approval of the Vice President for Labor and Student Life. Similarly, various campus and off-campus groups seek to raise funds from the college community for charitable or other purposes. Such fund-raising is permitted on campus only with the express permission of the Vice President for Labor and Student Life (for students) or the Vice President for Operations and Sustainability (for faculty and staff).

Emergency Information (See also Health, Safety, and Security)

What to do in case of an emergency:
- Stay calm
- Take appropriate action for the immediate situation
- Call 9-1-1 or Public Safety (ext. 3333)

Emergency Evacuations

Individual Responsibility in Emergency Evacuation
As a resident or user of any campus building, it is your responsibility to familiarize yourself with the evacuation procedure posted in the building. Make yourself aware of evacuation routes, and of the location of exits, stairwells, phones, and elevators.

Persons with disabilities who may need assistance should inform College personnel, including the Disability Services Coordinator and the Office of Public Safety, of the nature of the disability and the type of assistance that may be needed. Residential students must also inform their Hall Coordinator and Collegium member. Students should also notify labor supervisors and professors since evacuation may be required from the workplace, classroom, or laboratory.

Evacuation procedures begin with the sound of a building alarm. Immediately move to the nearest stairway and exit the building. Do not use elevators during fire evacuation. If immediate exit is not possible, move a safe distance away from the area.

If you must stay in place until emergency personnel arrive, make sure to inform another person of your specific location so they can inform the emergency responders. If you are able to make telephone contact, call Public Safety at 985-3333 (campus extension 3333) or dial 911 to provide information about your location. Give your name and location and describe the emergency and any special needs you have.

Personnel Responsibility in Emergency Evacuation Procedures
During an evacuation, if you are aware of a person with a disability being in the area, you should advise responding emergency personnel of the presence of that person and, if possible, give their name, the nature of the disability, and their location within the building. If there are no emergency response
personnel in the immediate area, locate the nearest telephone and call “911”. Report the nature of the emergency, the name and location of the person and, if known, the type of disability.

Elevators should not be used to transport a person with a disability unless accompanied by emergency response personnel.

The choice to remain in an area to assist a person during an evacuation is a voluntary decision, not a College requirement.

**Emergency Event and Weather Closing Policy**

The Berea College campus has occasionally faced a serious emergency. In order to ensure the safety of our students, faculty, staff, guests, and visitors, it has on rare occasions been necessary to close the campus due to such emergencies as crisis, severe snowstorm, tornado, fire, water damage, etc. When an emergency arises, the President of Berea College or his or her designee may decide to close the campus in order to preserve the safety of students, employees, guests, and visitors. This policy specifies how Berea College will respond in such circumstances. This policy also specifies that employees throughout the campus community have a personal responsibility to consider individuals with disabilities in their area.

**Policy and Procedures**
The President of Berea College or his or her designee will decide as early as possible before or during the work day that the College campus will be closed.

If the decision to close the College is made before or after the regular workday, the Director of Public Relations will inform the news media of the emergency situation, who is and who is not to report for class and/or work, and, if known, the expected duration of the emergency. Employees should listen to radio channels WKXO (AM 1500 and FM 106.7) or WEKU (FM 88.9) or watch Lexington TV channels for official notification of an emergency closing of the campus. If information is not available on these media, the employee should call the head of his or her department or division, People Services (ext. 985-3050), Public Relations (ext. 3018), or, only if none of these can be reached, a campus operator (985-3000) for appropriate information.

If the decision to close the College is made before or after the regular workday, College faculty, staff, and student employees will also be notified through the College calling tree. When the decision has been made to close the College, the President’s Office will immediately activate the College calling tree as follows:

- The President’s Office will notify the Vice Presidents, the Director of Public Relations, and the Director of People Services.
- Each Vice President will contact the employee in each department and office in the Vice President’s division who has been designated in advance as the “contact person” for that department or office.
- The designated “contact person” in each department or office will activate the calling tree of that department or office. It is imperative that each division, department, and office develop its own calling tree.
• The Directors of Facilities Management and Public Safety will notify their emergency response teams and convey instructions on actions to be taken.
• The Director of Public Relations will advise the Phone Center staff on appropriate responses to callers’ inquiries.
• The Director whose area is primarily responsible for handling the incident will maintain close contact with their divisional Vice President, who will keep the President’s Office informed about the situation. The President or his or her designee will keep Public Relations staff informed of developments, and Public Relations will update media information and the Phone Center accordingly.

If the emergency occurs during the regular workday, the President, the Academic Vice President and Dean of the Faculty, or a designee may direct People Services staff to notify all campus departments of the situation and action to be taken. Or the President, the Academic Vice President and Dean of the Faculty, or a designee may direct the Vice Presidents to notify the various departments and offices within their divisions through the designated department and office “contact persons” and calling trees.

Essential employees, described as those persons involved with the required operations of the campus, will be expected to staff their positions during an emergency.

**Equal Employment Opportunity**

The College provides equal employment opportunity to all employees and applicants for employment regardless of their race, color, sex, sexual orientation, religion, age, national origin, political affiliation, disabling condition, or service in the uniformed services, in accordance with applicable law. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

**Family and Medical Leave**

**Policy**

Pursuant to the Family and Medical Leave Act of 1993 (“FMLA”), employees who have worked for the College for at least twelve (12) months and at least 1,250 hours during the prior twelve (12) months may take up to twelve (12) weeks of unpaid leave (“FMLA” leave) for any of the following four reasons:

1. Birth of a child of the employee and in order to care for the newborn child;
2. Placement of a child into the employee’s family by adoption or by a foster care arrangement;
3. Care of the employee’s spouse, child or parent who has a serious health condition; or
4. Inability of the employee to perform the functions of the employee’s position due to a serious health condition.

Any FMLA leave taken by an employee during the preceding twelve (12) month period will be used to determine the amount of available leave. For instance, an employee who takes 4 weeks of FMLA in December will have an additional 8 weeks of FMLA available, if needed, in January and February.
FMLA leave for the birth and/or placement of a child into an employee’s family may only be taken within the twelve (12) months after the date of the birth or placement of the child. In the case of unpaid leave for the birth or placement of a child, intermittent leave or working a reduced number of hours is not permitted, unless both the employee and the College agree. If both spouses are employed by the College, the combined leave shall not exceed twelve (12) weeks.

For purposes of this policy, a serious health condition means an illness, injury, impairment or physical or mental condition that involves:

1. Inpatient care in a hospital, hospice or residential medical care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care; or

2. Continuing treatment by a health care provider, which includes any one or more of the following:
   a. a period of incapacity due to a serious health condition of more than three consecutive calendar days plus either two or more treatments by a health care provider or one treatment by a health care provider followed by a regimen of continuing treatment;
   b. a period of incapacity due to pregnancy or for prenatal care;
   c. a period of incapacity or treatment for such incapacity due to a chronic health condition such as asthma, diabetes or epilepsy;
   d. a period of incapacity due to a permanent or long-term condition for which treatment may not be effective such as Alzheimer’s or a severe stroke; and
   e. a period of absence due to a serious health condition to receive multiple treatments or that would result in incapacitation without multiple treatments, such as cancer requiring chemotherapy or radiation treatments.

As used above, the term “incapacity” means that the employee must be unable to work at all or unable to perform any of the essential functions of his or her job.

3. In the case of unpaid leave for serious health conditions, the leave may be taken intermittently or on a reduced hours basis only if such leave is medically necessary or to provide care or psychological comfort to an immediate family member with a serious health condition. In such cases, the College has the option, in its sole discretion, to require the employee to transfer to a temporary alternative job for which the employee is qualified and which better accommodates the intermittent leave or reduced hours leave than the employee’s regular job. The temporary position will have pay and benefits equivalent to those of the employee’s regular job.

4. In cases of leave due to a serious health condition of the employee (including pregnancy and childbirth) or an immediate family member, paid sick days and, if needed, paid vacation time must be used before taking unpaid leave. In cases of leave for the placement of a child through adoption or foster care, paid vacation must be used before taking unpaid leave. Both the paid and unpaid leave will be counted in calculating the total period of FMLA leave used. Once the College has knowledge that the leave being taken qualifies as a Family and Medical Leave absence, the employee will be notified orally or in writing within two business days, absent extenuating circumstances, that the vacation and/or sick leave will be counted towards the total of twelve (12) weeks of family leave. If notice to the employee is oral, it will be confirmed in writing no later than the following payday. If notice is not given to the employee by the date the leave starts, the College may not designate the leave as FMLA leave retroactively, unless the College does not have sufficient information as to the employee’s reason for taking the
leave until after the leave commences. Ordinarily, the College will only designate the leave as FMLA leave prospectively, as of the date of notification to the employee that the time is being charged against the employee’s FMLA entitlement.

5. When the necessity of leave is foreseeable due to the expected birth or placement of a child, the employee must provide the College at least thirty (30) days notice of the employee’s intention to take leave. If the date of birth or placement of a child requires the employee’s leave to begin in less than thirty (30) days from the date of notice to the College, the employee must provide such notice as soon as practicable.

6. Where the necessity for leave is due to a family member’s or an employee’s own serious health condition and is foreseeable based on planned medical treatment, the employee must:
   a. give at least thirty (30) days’ notice, or as soon as practicable if treatment starts in less than thirty (30) days; and
   b. make a reasonable effort to schedule the treatment so as not to unduly disrupt the operation of the College, subject to the approval of the healthcare provider.

7. Where the need for leave is unforeseeable, the employee must give notice as soon as practicable under the circumstances. Except in extraordinary circumstances, such notice must be given within one or two days of the commencement of the leave. At the time notice is given, the employee must provide the College with sufficient information to enable the College to determine whether or not the reason for the requested leave is a reason for which leave may be taken under this policy. Failure to do so will result the request for FMLA leave being denied and may result in disciplinary action, up to and including discharge, for violation of the College’s attendance policy.

8. Any leave request based on a family member’s or employee’s own serious health condition must be supported by certification from a healthcare provider on a form which the College will provide. The employee must provide a copy of the certification to the College in a timely manner after the College’s request for medical certification. A maximum of fifteen calendar days will be allowed to provide the certification, unless circumstances make it impracticable to obtain the certification within this period of time, and the employee has made diligent, good faith efforts to obtain the certification. Certification from the healthcare provider must contain:
   • the date the serious health condition began;
   • the possible duration of the condition;
   • the appropriate medical facts regarding the condition;
   • if the leave is based on the care of a spouse, child or parent, a statement that the employee is needed to provide the care and an estimate of the amount of time that need will continue;
   • if the leave is based on the employee’s own serious health condition, a statement that the employee is unable to perform the functions of his/her job; and
   • in the case of intermittent leave or leave on a reduced hours basis for planned medical treatment, the date the treatment is expected to be given and the duration of the treatment.

9. If the employee completely fails to provide the medical certification requested by the College, then the leave is not FMLA leave. If applicable, the employee may also be subject to discipline, up to and including discharge, for violating the College’s attendance policy.
10. During FMLA leave, the College will continue to pay its portion of the health insurance premium, and the employee must continue to pay his/her share of the premium. Failure of the employee to pay his/her share of the premium may result in loss of coverage, after 15 days written notice to the employee. If the employee does not return to work after the expiration of the leave, the employee will be required to reimburse the College for health insurance premiums paid during the leave, unless the employee does not return because of the presence of a serious health condition which prevents the employee from performing his/her job, the continuation of a serious health condition of the employee’s family member or circumstances beyond the control of the employee.

11. During the unpaid portion of FMLA leave, the employee shall not accrue employment benefits, such as vacation leave, sick leave, retirement contributions, etc. Employment benefits accrued by the employee up to the day on which the family leave of absence begins will not be lost.

12. The College may require an employee on FMLA leave to report periodically on his/her status and the intention of the employee to return to work, and also periodic recertification of the medical condition. Failure to report as requested or to obtain requested certification will result in disciplinary action, up to and including discharge. An employee taking leave due to the employee’s serious health condition, except for intermittent leave, is required to obtain a fitness for-duty certification at the employee’s expense with regard to the condition that causes the need for FMLA leave.

13. Employees who return to work from FMLA leave within or on the business day following the expiration of the twelve (12) weeks are entitled to return to their original job or an equivalent position without loss of benefits or pay. (The FMLA does have a very limited exclusion to this, the details of which may be accessed on the web at www.dol.gov) However, pay increases conditioned upon seniority, length of service or work performed would not be granted until the approximate length of service, seniority, etc. was attained after returning to work.

Procedure
Applications for FMLA leave must be submitted in writing and signed by the employee’s immediate supervisor. Applications should be submitted at least thirty (30) days before the leave is to commence or as soon as possible if thirty (30) days notice is not possible. Appropriate forms must be submitted to the Office of People Services to initiate a family leave and to return the employee to active status.

Funding Internships and Off-campus Experiential Learning Opportunities
Berea College supports student experiential education opportunities off-campus in the form of internships and summer work or service experiences that support the aims and outcomes of a Berea College liberal arts education. Such experiences promote engaged learning by helping students find connections between theory and practice, between learning in courses and learning outside the classroom, and between their academic interests and potential career possibilities. Learning is optimized when these experiences are intentionally designed to include reflection and assessment. Some students may use these experiences to earn academic credit and/or to meet the Active Learning Experience required for graduation.
The College makes available limited institutional funds to help support student internships and summer work or service experiences (whether for credit or not), provided that the experience meets both of the following criteria:

a) The experience must further the student’s educational goals. This criterion can be met by showing that the experience provides the opportunity to gain skills relevant to a possible career choice, enables exploration of an educational area of interest, or supports the student’s academic major/minor.

b) The experience must include reflection on the experience and conclude with an appropriate summative assessment of the experience.

Students may apply for institutional funds for up to two internships or summer work or service experiences. Funding for such experiences is subject to availability of funds. No funding will be provided for projects that do not include the required reflection and assessment. Students on academic, labor, or social probation are not eligible to receive funds.

Each student who plans to engage in the type of experiential education described above should consult the Director of Internships for additional information and to complete the relevant forms. Projects must receive the approval of this office in order to obtain funding from any campus department.

*Approved by the Administrative Committee on April 27, 2010*

**Harassment Policy**

*Berea College, in light of its mission in the tradition of impartial love and social equality, welcomes all peoples of the earth to learn and work here. This means that the College welcomes all students and employees who seek to live and to learn at Berea in the context of the College’s mission as expressed in the Great Commitments. But this does not mean that all behaviors are considered acceptable. Given Berea’s inclusive welcome to all peoples of the earth, the College will not tolerate speech and acts that are harassing to anyone on account of race, gender, age, religion, sexual orientation, national origin, or other such distinguishing characteristics. (As adopted by the General Faculty, December 7, 2000)*

**Commentary:**
Harassment prohibited by this policy includes verbal or physical conduct that, because of its severity and/or persistence, substantially interferes with the mutual respect and collegiality afforded all individuals at Berea College. In particular, harassment may include verbal or physical behavior directed at an individual that is abusive of that individual’s distinguishing characteristics, including race, gender, age, religion, sexual orientation, or national origin, to such an extent as to substantially interfere with the individual’s work or education or adversely affect one’s living conditions.

In prohibiting harassment in all its forms, Berea seeks to preserve and enhance academic freedom for all members of the campus community. Nothing in this policy is intended to limit the freedom of inquiry, teaching, or learning necessary to the College’s educational purposes, or to inhibit scholarly, scientific, or artistic treatment of subject matter appropriate to an institution of higher education.

Reviewed by the Administrative Committee on June 15, 2011, and approved for inclusion in the Berea College Catalog and Student Handbook, the Faculty Manual, and the Employee Handbook.

**Procedures:** See *Procedures for Reporting, Investigating, and Hearing Alleged Violations of Certain College Policies.*
Health, Safety, and Security

The College is committed to providing a safe and healthful working environment. In this connection, the College makes every effort to comply with relevant federal and state occupational health and safety laws and to develop the best feasible operations, procedures, technologies, and programs conducive to such an environment.

Public Safety staff members are available 24-hours per day to ensure the safety and security of the staff, students and visitors on our campus. The Emergency Phone Number is extension 3333 for all on campus emergencies. Additionally, the department is linked with the local 911 system in the event of a medical, police or fire safety emergency. Public Safety staff members should be contacted in the event of a work related accident or illness and will assist employees in completing a First Report of Injury. The Office of Public Safety is located in Woods-Penniman near the Crossroads Café.

Parking decals for personal vehicles may be purchased through Public Safety and are required to park in the various lots throughout the campus community.

College vehicles are maintained through the Office of Public Safety and are available for approved travel and student activities on a reservation and availability basis. (Motor Pool rules and regulations are available by calling ext. 3333.) Additionally, safe driving courses are provided by this department and, in certain instances, are required.

The College’s health policy is aimed at minimizing the exposure of our employees, customers, and other visitors to our facilities to health or safety risks. To accomplish this objective, all College employees are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses.

The responsibilities of all employees of the College in this regard include:

1. Exercising maximum care and good judgment at all times to prevent accidents and injuries;
2. Reporting to supervisors and seeking first aid for all injuries, regardless of how minor;
3. Reporting unsafe conditions, equipment, or practices to supervisory personnel;
4. Using safety equipment provided by the College at all times;
5. Observing conscientiously all safety rules and regulations at all times;
6. Notifying their supervisors, before the beginning of the workday, of any medication they are taking that may cause drowsiness or other side effects that could lead to injury to them and their coworkers.
7. In appropriate circumstances, attending College sponsored safety classes.

The Office of Environmental Health and Safety is another resource for College staff and may be reached at the following numbers: ext. 3350 or ext. 3246.
Human Subject Research Guidelines and Procedures

Preface
Berea College has made the decision that all human subject research,* whether funded or not funded, or subject to Federal regulations or not, will be designed such that

- The welfare and rights of human subjects are adequately protected and informed consent given, if required. (See section C. below for a description of projects exempt from the institutional requirement of informed consent.)
- Human subjects are not placed at unreasonable physical, mental, or emotional risk as a result of research.
- The necessity and importance of the research outweighs the risk to the subject.
- The researcher(s) is/are qualified to conduct research involving human subjects.
- The researchers maintain overall ethical principles. (See section F. below.)

*Human Subject Research is a systematic investigation designed to develop or to contribute to generalizable knowledge such that the subjects of the investigation are living individuals from or about whom an investigator conducting research obtains data.

The purpose of the information below is to make certain that faculty understand the guidelines that must be applied to human subject research and to ensure that faculty and students feel supported by the institution as they undertake such research projects. Faculty should feel free to discuss this document and human subject research with the Academic Vice President and Dean of the Faculty and/or the Director of the Office of Institutional Research and Assessment.

A. Procedures for Approval of the Research
All human subject research to be done by students as part of faculty-supervised work must be approved by the faculty member. If it is not, then it must not be done. If the faculty member feels that substantive ethical issues exist, then the proposal must be brought to the entire program.

All human subject research to be done by a faculty member must be presented to the faculty member’s program, except for research presenting only minimal risk. (See Section C. below.) Please note that faculty whose appointments are not in an academic division should bring their proposals to the Committee on General Education (COGE). If the program (or COGE) feels that the proposal raises issues that are so complex that the Berea College guidelines for human subject research are not clearly met (in other words, if the program believes that the criteria for approval of the research are not clearly met), then the proposal is brought to the Undergraduate Research and Creative Projects Committee (URCPC). In this event, the URCPC acts as a pro temp Institutional Review Board (IRB).

Faculty may send proposals to the URCPC if federal guidelines require an IRB signature. In this event, the URCPC is a pro temp IRB.

Faculty may send proposals to the URCPC if the program determines that it is not advisable that the research occur. In this event, the URCPC is the pro temp IRB. In addition, researchers or, in the case of students, the faculty supervisor may voluntarily consult with the URCPC. Members of the College community affected by a research project may bring their concerns to the URCPC as well.
B. Research That Has Potential Risk to Subjects

Research which has potential risk to subjects requires informed consent. (See Section E. below.) Research in this category must be reviewed by the faculty member’s program. If the program feels that the proposal is such that the Berea College criteria for human subject research are not clearly met, then the program will bring the proposal to the URCPC. All human subject research to be done by students as part of faculty-supervised work must have faculty review and approval.

Research which has potential risk to subjects includes but is not limited to the following:

- Research which involves the administration of drugs or other substances to subjects
- Research targeting pregnant women and/or fetuses in utero
- Research involving subjects with life-threatening physical conditions
- Research involving physically intrusive procedures
- Research which previous experience (by the particular investigator or other investigators) has shown to create a potential risk to subjects
- Research which potentially could put the subject at risk for legal or civil liability or invade a subject’s privacy in regard to sensitive aspects of his/her behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use)
- Research which involves vulnerable populations. (See section D. below.)

C. Research That Has Minimal Risk to Subjects

Research which has only minimal risk is exempt from the institutional requirements of informed consent and program review. All human subject research to be done by students as part of faculty-supervised work must have faculty review and approval.

Research which has only minimal risk includes the following:

- Research in which the risks of harm reasonably anticipated are not greater than those ordinarily encountered in daily life or during the performance of routine procedures in education and/or in the practice of psychology and medicine. (This is the federal definition of minimal risk.)
- Research on effectiveness of educational, classroom, and/or instructional strategies, provided that these strategies are familiar, and non-intrusive in their implementation
- Research using educational tests (cognitive, diagnostic, aptitude, achievement) if subjects’ identities are thoroughly protected
- Research using survey procedures or interview procedures where subjects’ identities are thoroughly protected and their answers do not subject them to criminal and civil liability
- Research involving the collection or study of existing data, documents, records, specimens, or other products, if these sources are publicly available or the information is recorded by the investigator in such a manner that the subject cannot be identified directly or indirectly
- Research involving momentary, unobtrusive observation in a public place
• Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects’ behavior and the research does not involve stress to subjects.

D. Criteria for Approval of All Research at Berea College

• Risks to subjects are either minimal (see section C above) or are clearly balanced by the likely results of the research. Note that research involving “high risk,” that is, projects that may induce potentially harmful physical or mental states, must not be permitted

• Additional safeguards have been included in the study to protect the rights and welfare of vulnerable populations such as children, prisoners, pregnant women, mentally disabled persons, economically or educationally disadvantaged individuals or students who feel compelled to participate

• Selection of subjects is reasonable

• When appropriate, informed consent will be sought from each prospective subject or the subject’s legally authorized representative when this is necessary (See Section E. below.)

• When appropriate, informed consent will be appropriately documented and such records will be adequately maintained.

• When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subject

• When appropriate, adequate provisions exist to protect the privacy of subjects and to maintain the confidentiality of data.

E. Informed Consent Form Checklist

The checklist below is provided to ensure that each of the following components is included in all institutionally-required Informed Consent forms.

- The Informed Consent form is written in a language understandable to the subject or his/her legal representative.

- The Informed Consent form is written in a consistent voice either first, second, or third person (not a combination) with the exception of the Voluntary Consent section, which is written in the first person.

- Each page of the Informed Consent form is on original Berea College letterhead, except in cases of collaborative projects when the letterhead from a hospital, university, etc. is acceptable.

- If the research is externally funded, the funding agency is listed under funding source.

- The title of the study and the name, address, and telephone number of the investigator(s) is listed.

- If the principal investigator is a student, the address and telephone numbers of his/her adviser(s), clinical Supervisor(s) are listed.

- The telephone number 859-985-3487 is listed for contact with the URCP.

78
A statement that the study involves research and an explanation of the purpose of the research is included.

A concrete description of the study procedures, including the amount of time subjects are being asked to contribute and the nature of the questions or data to be collected, is included. Any procedures which are experimental are identified and any alternative procedures are disclosed.

A description of any risks and possible discomforts to the subject, if any, is included.

A description of any benefits to the subjects is included. If no benefits are expected, this is stated.

A statement describing the extent to which confidentiality will be maintained is included in addition to a clause which states that all information obtained is strictly confidential unless disclosure is required by law.

If subjects will be compensated for their participation, a statement has been included addressing this.

A statement that participation is voluntary, that refusal to participate involves no penalty, and that the subject may discontinue participation and have any data collected (connected directly to that participant as subject) destroyed at any time is included.

A statement indicating whom the subject can contact for any questions about the study is included.

The Informed Consent contains no language through which the subject is made to waive any of his/her legal rights or which releases the investigator, the sponsor, or the institution from liability for negligence.

The entire paragraph under the Section - Voluntary Consent on the Informed Consent form appears in boldface and the first sentence reads: “I have read this consent form (or it has been read to me), and I fully understand the contents of this document and voluntarily consent to participate.”

A space for the subject’s signature, the date, and the signature of a witness is provided.

An assent form completed and signed by a responsible party is included for subjects below 18 years of age.

F. American Psychological Association Ethical Guidelines
The American Psychological Association (1981a, 1987, 1989) has provided ethical guidelines for researchers. The association outlined the following ten general principles governing the conduct of research with human participants. (See Experimental Psychology, Kantowitz, et.al. for a full discussion of these principles.)

1. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability.

2. Considering whether a participant in a planned study will be a “subject at risk” or a “subject at minimal risk,” according to recognized standards, is of primary ethical concern to the investigator.

3. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by
collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.

4. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants, prior to their participation, that clarifies the obligations and responsibilities of each.

5. Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to (i) determine whether the use of such techniques is justified by the study’s prospective scientific, educational, or applied value; (ii) determine whether alternative procedures are available that do not use concealment or deception; and (iii) ensure that the participants are provided with sufficient explanation as soon as possible.

6. The investigator respects the individual’s freedom to decline to participate in or to withdraw from the research at any time.

7. The investigator protects the participant from physical and mental discomfort, harm, and danger that may arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact.

8. After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen.

9. Where research procedures result in undesirable consequences for the individual participant, the investigator has the responsibility to detect and remove or correct these consequences, including long-term effects.

10. Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance.

Insurance and Related Benefits for all College Employees

General Policy
The College is committed to providing full-time and part-time regular employees with a comprehensive benefits package designed to afford you and any legal dependents financial security and peace of mind in the event of illness, injury, disability, retirement or unemployment.

Typically, the benefits package includes:
- Health Insurance Plan
- College Health Services
- Group Term Life Insurance
- Dependent Life Insurance
- Long Term Disability Insurance
- Dental Reimbursement Program
- Section 125 FLEX Plan for Medical Spending Account and Dependent Care Spending Account
- Employee Assistance Program
- Retirement Plan
- Child Development Laboratory for Children of College Staff
- Seabury Center Membership
• Unemployment Insurance
• Workers’ Compensation Insurance
• Professional Liability and Personal Loss Insurance
• Use of Campus Facilities, Programs and Services
• Staff Development Fund

Summary Plan Descriptions of all benefit plans are available at the time of enrollment or may be obtained through the Office of People Services. Eligibility for coverage under these insurance plans varies dependent on the employee’s enrollment date. Please see the on-line Employee Handbook for more information.

The College may amend or terminate any employee benefit program with or without prior notice or may require or increase employee premium contributions toward any of these benefits at its sole discretion. These reserved rights may be exercised even in the absence of financial necessity.

**Intellectual Property Rights Policy**

**Introduction**

Berea College is committed to providing an environment that supports the learning, teaching, scholarship, and creative activity of its faculty, students, and staff. Within this context, the Intellectual Property Rights Policy is intended to:

- encourage excellence and innovation in teaching, scholarship, and creative activities by identifying and protecting the intellectual property rights of faculty, staff, students, and the College;
- encourage the notion that creative and scholarly works produced at Berea College should advance the state of knowledge and contribute to the public good;
- acknowledge and preserve the traditional property rights of scholars with respect to products of their intellectual endeavors (e.g., books, articles, manuscripts, plays, writings, musical scores, and works of art); and
- guide policy and process for commercial uses of intellectual property other than the traditional products of scholarly work.

This Policy covers all types of intellectual property, including, in particular, works protected by copyright, patent and trade secret laws. Although the following list is not exhaustive, it provides examples of the kinds of work the Policy addresses: inventions, discoveries, trade secrets, trade and service marks, writings, art works, musical compositions and performances, software, literary works, and architecture.

**Policy**

The College owns the rights to all works, inventions, developments and discoveries (herein referred to as “work” or “works”) created by employees within the scope of their employment (including students working in the College Labor Program) or whose creation involves the substantial use of College equipment, services, or resources. This includes any patentable invention, computer-related software,
databases, web-based learning, and related materials, but will not be applied to such traditional scholarly works as books, articles, manuscripts, plays, writings, musical scores, and works of art (from here on, “scholarly works”). The “work-for-hire” rule in the Copyright Act gives the College ownership of the copyright to copyrightable works produced by any employee within the scope of their employment. (See “I.” below for “ownership of intellectual property” and “II.” for “scope of employment.”) However, in the case of scholarly works, the College cedes copyright ownership to the author/creator(s). It is not the intent of this Policy to change the relationship between author/creator and the College that has existed through the years in relation to copyright ownership of scholarly works.

The use of College equipment, services or resources is “substantial” when it entails a kind or level of use not ordinarily available to all, or virtually all, faculty, staff, and/or students. (See “III.” below for “substantial use.”) Where question arises as to whether a particular work involves “substantial use” or falls within the “scope of employment,” the matter shall be referred to an ad-hoc committee comprised of two members of the Executive Council selected by the author/creator, the Academic Vice President and Dean of the Faculty or designee, and the Vice President of Operations and Sustainability or designee.

When employee-created intellectual property results from third-party grants, contracts, or awards made to the College, the intellectual property is owned by the College unless written agreement involving the College, the employee, and the sponsor establishes an alternative ownership arrangement. No such agreement shall be entered into without the review and approval of the Academic Vice President and Dean of the Faculty.

A compilation is a work formed by the collection and assembly of College-owned and individual-owned intellectual property in such a way that the resulting work as a whole constitutes an original work. If a work is a compilation, each contributor shall retain all ownership interests in his/her intellectual property; but by allowing the work to become part of the compilation, he/she thereby grants a non-exclusive, royalty-free license to the College for use of his/her contribution. While the College shall own rights to the compilation, it shall own no rights to the underlying work beyond said license and will share any net proceeds from the compilation as described below.

If an employee creates intellectual property other than a scholarly work and which may lead to commercial development, then he/she is expected to immediately notify his/her division head and the Academic Vice President and Dean of the Faculty in order to provide them with sufficient information to permit the College to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect the College’s intellectual property rights. If ownership rests with the College, but the College elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing shall revert to the author(s). In such a case, the College retains a nonexclusive, royalty-free right to use the work for non-commercial purposes.

In the case of employee-owned intellectual property, the author/creator may petition the College to accept assignment of ownership rights and the attendant control of and responsibility for development. The College, however, is under no obligation to accept this assignment and would do so only when
independent evaluation indicates that accepting the assignment would further the mission and work of the College.

Revenue Sharing
The College wishes to encourage excellence and innovation in teaching, scholarship and creative activities and to support the notion that works produced at Berea College should be used for the greatest possible public benefit. In the context of these aims, the College endorses the legitimate expectation of employee author/creators to share in any net revenues produced by licensing or other development of intellectual property. Accordingly, for any work in which the College asserts ownership interest under this Policy, the College and the author/creator(s) will share any annual net revenue (revenues less recovery of all legal and other costs involved in protecting the intellectual property rights of the work, licensing costs, and other directly related administrative costs) in the following percentages, unless different contractual agreements have been reached in relation to particular works:

<table>
<thead>
<tr>
<th>Net Revenue</th>
<th>Author/Creator(s)</th>
<th>Berea College</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; $5,000</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>$5,000-$25,000</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>$25,000-$100,000</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>&gt;$100,000</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

If a work involves more than one employee as author/creator, the author/creators will divide their share equally unless they provide the College with an alternative revenue distribution agreed upon by them. Use of net revenues received by the College under this Policy shall be restricted to the support of scholarly, research, or creative activity on the part of faculty, staff, and/or students.

Recognizing that this area is complex and rapidly evolving, Berea College remains open to the possibility of arriving at special agreements as the need may arise in relation to particular projects. This policy shall be reviewed within three years by the Faculty Status Council and revised as necessary.

I. Who owns intellectual property?

When does the College own employee- or student-created intellectual property?

Any one of these circumstances will result in College ownership:

1. If intellectual property is created (including student employees working within the scope of the labor program) within the scope of employment (including the Student Labor Program); or
2. If intellectual property is created on College time with substantial use of College equipment, services or resources; or
3. If intellectual property is commissioned by the College
   - pursuant to a signed contract; or
   - if it fits within one of specific categories of works considered works for hire under copyright law.
4. If intellectual property results from research supported by Federal funds or third party sponsorship and no written agreement involving the College, the researcher and the sponsor have established an alternative ownership arrangement.

**When does an individual own intellectual property?**

1. If it is unrelated to the employee’s or student’s job responsibilities and has not made substantial use of College equipment, services or resources; or
2. If it is an work that has been released to the author/creator in accordance with this Policy; or
3. If the intellectual property is embodied in such traditional scholarly works as books, articles, manuscripts, plays, writings, musical scores, and works of art even though such a work may be within the scope of employment and even if significant College resources were used UNLESS the work is:
   - created by someone who was specifically hired or required to create it or
   - commissioned by the College

In either of these cases, the College, not the creator, will own the intellectual property.

**II. What is meant by “within the scope of employment”?**

Works related to an individual’s job responsibilities, even if he or she is not specifically requested to create them, will belong to the College as works-for-hire. A copyright work is related to your job responsibilities if it is the kind of work you are employed to do and you do it, at least in part, for your use at work, or for use by fellow employees, your employer or your employer’s clients. The work should be performed substantially at work using work facilities, but your use of personal time or other facilities to create the work will not change its basic nature if it is related to your job as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as he or she makes no more than incidental use of College facilities.

For example, if your job is “Safety Engineer,” a software program that you create on your own initiative to run on each employee’s computer to show a graphic of their nearest fire exits is related to your job duties and will belong to the College, even if no one asked you to create it and you did some of the programming at home on your own computer. A program that you create that does not relate to your job, that neither you nor others use at work, and that you create on your own time would belong to you.

**III. What is meant by “substantial use”?**

The Intellectual Property Rights Policy uses the phrase “substantial use of College equipment, services, or resources” in determining when the College claims ownership of intellectual property, not including work identified in the Policy as traditional “scholarly works.” The purpose of this appendix is to amplify the intended meaning of “substantial use.”

For purpose of this Policy, “substantial use” is the use of resources other than those “ordinarily available” to most or all faculty, staff and/or students. At this date, such ordinarily available resources include office space and personal office equipment, office computer, library and other general use information resources, means of network access to such resources, and support provided through the Student Labor Program or other campus program such as the Undergraduate Research and Creative
Projects Program. By contrast, utilization of College laboratories or special instrumentation, dedicated assistance by College employees, special financial assistance, or extensive use of shared facilities would constitute substantial use.

The understanding of “substantial use” may be revised from time to time by the Academic Vice President and Dean of the Faculty to reflect changes in technological paradigms.

**International Travel Insurance**

All anticipated international travel for research, study, professional conferences, or other related reasons needs to be reported to the Office of Operations and Sustainability to insure that international travel liability coverage will be available. Failure on the part of Berea College to inform insurance underwriters of international travel might affect liability coverage, transferring it from the College to the individual traveler.

**Mass Mailing Policy**

In February 1999, the General Faculty adopted a Mass Mailing Policy with the intent to improve the efficiency of campus communication and to reduce the ecologically and economically wasteful characteristics of mass mailings in the College Post Office (CPO). Mass mailing was defined as “any distribution of literature which has no name and address label through the CPO to most or all members of the Berea College community.”

According to the policy, mass mailings should satisfy one of the following criteria:

a. Obligatory material concerning academic, labor, or residence life rules or requirements.

b. Information concerning a campus emergency (e.g., deaths, safety concerns, or natural disasters).

c. Calendars of a series of at least four events (e.g., the Black History Month Brochure).

d. Other items which, for reasons of security, authentication or content require the use of a paper medium (e.g., documents requiring signatures, surveys to be returned anonymously, photographic brochures).

As an alternative to paper mass mailings, electronic and centralized forms of communication should be used. These include: posting announcements in the kiosks, posting announcements electronically to the College’s public folders in Microsoft Outlook, and sending messages electronically to the College’s public mailing lists.

**Nondiscrimination Policy**

Berea College, in light of its mission in the tradition of “impartial love” and social equality, welcomes “all peoples of the earth” to learn and work here. It is the policy of Berea College not to discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, handicap, or sexual orientation in its educational programs, admissions practices, scholarship and loan programs, athletics and other school-administered activities or employment practices. This policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990,
The College has appointed compliance officers regarding handicap and sex discrimination. The Section 504 Coordinator oversees activities and facilities to ensure that they are accessible to disabled persons and that the College is in full compliance with the Rehabilitation Act of 1973 and subsequent related legislation. The Title VII/IX Coordinator is charged to assist all elements of the College to eliminate any vestiges of discrimination based on gender, and to monitor institutional compliance with Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972 and related legislation.

**Procedures:** See *Procedures for Reporting, Investigating, and Hearing Alleged Violations of Certain College Policies*.

**Office Furniture and Equipment**

To support the accomplishment of faculty members’ professional responsibilities, faculty offices are furnished with a desk, two or more chairs, a file cabinet, bookcase, and a computer. These items are for the use of the occupant of the office and normally are not expected to move if the occupant changes. Furniture is not to be taken off-campus.

Desktop computers may be moved to a new location only with the consent of the Information Systems and Services; they may not be taken off-campus, even for a brief period, without the knowledge of the Chief Information Officer. Such consent is necessary to maintain insurance coverage. It is essential that changes to hardware configuration or network settings for either laptop or desktop computers be coordinated by the faculty member with Information Systems and Services.

**Office Space and Room Scheduling**

Most space on campus is heavily scheduled throughout the year. To avoid conflicts in the scheduling of facilities, specific individuals and offices have been given responsibility for different sectors of the campus. All classrooms and auditoriums in classroom buildings, with few exceptions, are scheduled by the Director of Student Academic Records and Accounts during class times and after hours. The exceptions include: performance and exhibition spaces managed by the Art or Music Programs and the Theatre Laboratory, the Draper conference rooms managed by each program, and the Draper third floor conference room, which is scheduled by the Draper Building Office Manager. Space in the chapel complex in Draper Hall is under the jurisdiction of Campus Christian Center. Use of dining rooms in the Alumni Building are scheduled and arranged through the Director of Food Service. All other public rooms in the Alumni Building and public rooms in Fairchild Hall and the Woods-Penniman Building are scheduled through the Campus Life Office.

When additional space needs arise, due to establishment of new programs or expansion of existing ones, the allocation of space is determined by the Administrative Committee.
Performance of Copyrighted Music

The use of copyrighted music may require a report of the performance and/or payment of fees to the appropriate music licensing organizations: ASCAP, BMI, or SESAC. Berea College is licensed to permit presentations of non-dramatic musical performances of copyrighted music. Persons giving public performances of copyrighted music should provide a report and appropriate documentation to the Operations and Sustainability Office for payment of fees.

Posting of Social Security Numbers Policy

The following policy was adopted by the Dean’s Committee (now known as the Enrollment Policies Committee) in March 2001 for all Berea College faculty and staff regarding the public postings of Social Security numbers: In order to maintain compliance with FERPA, student Social Security numbers should not be displayed as a part of any public postings. This prohibition applies to all public postings whether students’ names appear or not.

Procurement and Disposal of College Property

The Purchasing Manager is responsible for overseeing the procurement of materials and services for the College. All such transactions must be handled according to current purchasing policies.

Individuals shall not enter into purchase contracts, or in any way obligate Berea College funds, without the prior approval of the appropriate Department Head, Director, or Vice President. Unauthorized purchases by any individual may be determined to be a personal obligation between that individual and the vendor. The College reserves the right to deny reimbursement to any employee for the cost of unauthorized purchases.

Once an item is purchased, it becomes the property of the College and, if durable, part of the institutional inventory. Surplus property is equipment, vehicles, furniture, etc., for which the department no longer has a use. The disposal of College property must be expressly authorized by the Purchasing Department.* No one individual has the authority to dispose of College property and no items will be sold to individuals for personal use, except by sealed bid or public auction. The Department Head should contact the Purchasing Manager to discuss disposition of property no longer needed and together, with the Controller, they will decide if it is valuable as a trade-in, is to be sold by sealed bid or public advertisement, can be donated to a non-profit entity or should be moved to the surplus property warehouse. Departments/Programs are encouraged to make selections from the surplus property for use on campus in lieu of purchasing new items whenever possible. Property which is not otherwise disposed of shall be sold at public auction. All property is College property and not the property of any single department, therefore proceeds obtained from the disposal of surplus property shall be credited to the general fund.

*For disposal of all College computer and audio visual equipment, contact Information Systems and Services. For disposal of items containing hazardous waste, contact Environmental Health and Safety.
Release of Information to the Public Media

The Director of Public Relations and the News and Information Manager serve as the College’s principal contacts with the print and electronic media, locally, regionally, and nationally. All employees wishing to provide information to media representatives should coordinate such contact through the Public Relations Department. Similarly, employees who are approached by a media representative regarding any matter of College business are encouraged to refer such inquiries to either of these individuals in the Public Relations Department. The staff members in the Public Relations Department also welcome information about professional activities, student accomplishments, innovative courses or teaching strategies, special events, or other developments of potential interest to the media. Having such information on a timely basis helps bring such important matters to public attention.

Replication of Copyrighted Printed Materials

Most books, journals, magazines, and other printed materials are copyrighted, and cannot be legally reproduced without prior permission of the copyright owner. Even when the materials are to be used for educational purposes and not for resale, definite restrictions apply. Most of these are to be found on a document posted close to photocopying machines in Hutchins Library and elsewhere on campus. Inquiries about the law and fair usage in such matters should be directed to the Dean of Enrollment and Academic Services. For materials to be photocopied or otherwise reproduced by the Printing Services, the following policy is followed.

No copyrighted material may be reproduced unless the person making the request has in hand written permission of the copyright holder. A copy of that permission must be filed with Printing Services. The reproducer must enter the statement “Reproduced with permission of the copyright owner” on the article. Should a College employee discover current copyrighted material that is of such immediate and critical importance to a pending job assignment that delay would render its relevance useless, permission may be sought from the employee’s supervisor and the Dean of Enrollment and Academic Services on the form available from Printing Services. If permission is given, the number of copies is limited to the number of students currently enrolled plus three additional copies. If later reproduction is desired, permission of the copyright owner is required. No copies of reproduced material may be sold unless the copyright owner has specifically given such permission.

Sale of Materials to Students

The College Bookstore makes available to students at reasonable cost textbooks and other supplies used in courses. Members of the faculty and staff may not act as concessionaires or distributors for books and other materials students are required to purchase for course assignments. With the exception of art supplies available through the Art Program, only the Bookstore is authorized to sell such items.

Sexual Harassment Policy

All Berea College employees and students are expected to conduct themselves in accordance with the high human and spiritual values that arise from the College’s commitments and traditions. The
College is committed to study, reflection, work, and social interaction which manifest these high values and foster healthy human and spiritual development. This requires an environment of mutual respect free of religious, racial, or sexual discrimination and free from harassment.

Berea College specifically prohibits sexual harassment of students, employees, or visitors, and is committed to investigating and resolving all such complaints. Such conduct will result in disciplinary action up to and including dismissal, whether the offender is faculty, staff, administrator, student, or trustee. Student offenders will be disciplined in accordance with provisions of the Student Judicial Code. The policy applies also to vendors, contractors, or other persons doing business with the College, in which case appropriate recommendations and business decisions will be made. Also prohibited is retaliation through discrimination, intimidation, threat, coercion, or any other means against anyone who has reported sexual harassment or filed a grievance alleging sexual harassment. Procedures for reporting, investigating, and hearing complaints of sexual harassment are described below.

In prohibiting sexual harassment in all its forms, Berea seeks to preserve and enhance academic freedom for all members of the campus community. Nothing in this policy is intended to limit the freedom of inquiry, teaching, or learning necessary to the College’s educational purposes, or to inhibit scholarly, scientific, or artistic treatment of subject matter appropriate to an institution of higher education.

**Explanation of Sexual Harassment**

Sexual harassment is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964, as amended, by Title IX of the Education Amendments of 1972, and, in Kentucky, by the Fair Employment Practices Act, KRS 344.010-.500, 207.170

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical behaviors related to a person’s gender, sexual identity, or sexuality when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic advancement or employment;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work or academic environment.

Items (1) and (2) above describe what is known as *quid pro quo* (this for that) harassment. This type of harassment involves promise of reward or threat of punishment, explicitly or implicitly, for sexual cooperation. In *quid pro quo* one incident is enough to constitute sexual harassment.

Item (3) above describes what is known as “hostile environment” harassment. Though this type of harassment is not always recognized, and often goes unreported and unpunished, it is nevertheless an offense under federal and College guidelines. Generally, a pattern of behavior is required to create a
hostile environment, though such behavior may be so egregious that a single incident is enough to create such an environment.

Sexual harassment contains these two elements:

- Sexual harassment is behavior that is unwanted and unwelcome.
- Sexual harassment is behavior related to the gender, sexual identity, or sexuality of the person.

Sexual harassment is behavior that is *unwanted and unwelcome* by the recipient. Because sexual conduct only becomes unlawful when it is unwelcome, it is important to note that most courts have not considered *intent* relevant in determining whether sexual harassment has occurred. Acquiescence is not evidence of consent. Acquiescence, especially to a person with authority to give or withdraw such things as employment or grades, or when the two individuals have unequal power, should not be considered evidence that the behavior is welcome.

Sexual harassment often occurs in situations where one person is in a position of power or authority over another, but it can occur where there is no evident power differential. Both women and men can be harassed, and harassment can be same-sex harassment.

Gender harassment is sex-based behavior that is non-sexual in nature. Gender harassment does not involve sexual compliance but its effect is to dominate or degrade an individual or group of people. The Equal Employment Opportunity Commission guidelines recommend that the “totality of the circumstances” be considered in determining whether sexual harassment has occurred. Thus, the appropriateness or legitimacy of behavior or objects is largely determined by the context and purpose of their presence in a particular situation.

Harassment may be verbal, visual, or physical. Verbal harassment may include comments on one’s appearance or body; questions about one’s intimate relationships; graphic, obscene, degrading comments or jokes. Suggestive sounds, ridicule, written or oral invitations and advances that are inappropriate and unwelcome may be harassment.

Visual conduct that can be harassing includes such actions as leering, staring at certain body parts, and displaying sexual objects, offensive posters or pictures.

Physical harassment includes any unwelcome hugging or touching, and certainly pinching, fondling, or kissing. Forced sexual contact, the most extreme of which is rape, is clearly physical harassment.

**Procedures for Reporting, Investigating, and Hearing Alleged Violations of Certain College Policies**

Berea College is committed to investigating and resolving all complaints of personal conduct violating the College’s policies concerning: (i) harassment, (ii) sexual harassment, (iii) prohibited discrimination and (iv) the College’s policy on consensual relationships between employees and students (any of the foregoing being referred to as a “Violation”). The College provides the following procedures for reporting and investigating allegations and hearing complaints involving members of the faculty, staff,
or administration. The procedures contained in this document (the “Procedures”) may also be used, at the discretion of the President of the College, in other matters involving alleged violations of College policy where no specific investigative or hearing procedures have been designated. Complaints involving only students fall under the jurisdiction of the Student Conduct and Judicial Codes. Claims of harassment, etc. directed toward third parties such as College contractors or vendors are not within the scope of these Procedures and will be addressed administratively or otherwise.

A person who believes that he or she has been the victim of a Violation or desires to report a Violation may choose to pursue and resolve the situation privately without invoking these Procedures. The College may also explore administrative resolutions that involve both parties (i.e., accuser and accused). However, pursuing the matter administratively or privately does not preclude subsequent use of these Procedures. Students or employees of the College seeking information or having questions related to these Procedures may contact the Title IX Officer.

**Reporting**

1. If a person (a) who believes that he or she has been the victim of a Violation, or (b) has firsthand knowledge of a Violation (such person being referred to as the “complainant”) chooses to pursue the allegation through the administrative or formal hearing processes described below, he or she begins by making a complaint to the College’s Title VII/IX Compliance Officer. (A “complaint” is defined as a written communication from a complainant that leads to investigation and action.)

2. A complainant may wish to make a record of the behavior constituting the Violation, including the date and a description of exactly what happened, who said or did what, and any other observations. The names of any witnesses to the incident may also be recorded. Such a record is best made promptly to ensure its greater reliability.

3. A person accused of a Violation (the “respondent”) may elect to report the matter to the Compliance Officer or the respondent’s supervisor, and is encouraged also to keep a record of the incident upon which the allegation was based.

**Investigation**

1. The Compliance Officer will investigate any complaint of an alleged Violation and inform the respondent as soon as this is appropriate during the investigative process.

2. If the Compliance Officer determines that the alleged Violation is not likely to have occurred, the complainant, the respondent, and any appropriate administrator or other staff member who has been involved in the investigation will be so informed and the complaint dismissed. The complainant may, within 5 calendar days of such a dismissal, appeal to the President for review of the Compliance Officer’s action. The decision of the President on any such appeal is final and binding.

3. If there is an initial determination that there is a reasonable basis to believe that the alleged Violation has occurred, the Compliance Officer will report the matter to the appropriate senior administrator (usually the vice president of the College division in which the respondent is employed), will advise the complainant of his or her options in pursuing the complaint. The
Compliance Officer will also inform the respondent of the complaint if this has not already occurred during the investigation.

Actions

A complaint not dismissed by the Compliance Officer can be handled either administratively or through a hearing process utilizing these Procedures.

Resolving Complaints Administratively

1. The complainant, whether student, faculty, staff member, or administrator, may request to have the matter informally resolved by the senior administrator (usually the vice president of the division in which the respondent is employed) to whom the respondent reports. The respondent must also be informed of this choice of process. If the parties cannot agree on an informal process, the complaint will be acted upon as provided in these Procedures.

2. The processes followed during informal administrative resolutions may vary, depending on the circumstances surrounding the complaint, but the senior administrator who is asked to examine the complaint must begin the process as soon as possible after he or she has received the complaint but in no case more than 15 calendar days after the incident is reported.

3. In resolving complaints informally, the senior administrator must consult with the Compliance Officer regarding appropriate action in order to provide fair and consistent responses to similar matters across campus.

4. If the complaint is informally resolved to the satisfaction of the complainant, respondent, and senior administrator, the administrator shall provide a statement of resolution in writing, including any terms of the agreement, to the complainant, respondent and the Compliance Officer.

5. At any point in the administrative process, either party may choose to move directly to the formal hearing process. If the complaint being handled administratively cannot be resolved, a formal hearing may be requested (as described below).

Resolving Complaints through the Formal Hearing Process

1. In order to initiate a formal hearing, the complainant must state in writing the charge(s) that the panel will hear. Such charge(s) shall contain a recitation of the specific facts and circumstances constituting the alleged Violation. The respondent shall be given a copy of the charging document describing the Violation.

2. Formal complaints will be heard by a panel chosen from the pool of elected members of the Campus Conduct Hearing Board. The panel shall consist of three persons selected by the President of the College according to policy governing the Campus Conduct Hearing Board. The President shall name the panel’s chairperson. The hearing process should begin as soon as possible and the panel must ordinarily conclude its work no less than 15 calendar days after the complaint has been submitted to the panel. Once the panel is appointed and organized, the panel’s chairperson or the appropriate administrator shall give the complainant and respondent at least 2 calendar days’ notice of the time and place of the hearing.
3. Except in extraordinary circumstances, the respondent is entitled to confront his or her accuser and any witnesses at the hearing. The right of confrontation may be waived by the absence or gross misconduct of the respondent. The complainant and the respondent may each have one personal advisor present at the hearing. Such advisor(s) must be a full-time member of the faculty, staff, or administration of the College. Persons not directly involved in the hearing are not allowed to attend.

4. Other than the complainant and respondent, those who may testify are normally limited to witnesses or persons with personal knowledge of the incident or those who investigated the incident. Character witnesses are not permitted either for the complainant or respondent. Any available documentary evidence (e.g. email, letters, written documents or other records) that the parties intend to introduce should be submitted to the panel Chair in advance of the hearing.

5. The standard of proof in a formal hearing is whether, based on all the evidence presented, a reasonable person would conclude that it is more likely than not that the alleged Violation did occur.

6. The Compliance Officer, the Director of People Services, or another member of the faculty, administration, or staff of the College appointed by the President, will serve in an advisory capacity to the hearing panel and may be present for the formal hearing, but such advisors may not participate in the deliberations, findings or recommendations of the hearing panel.

7. Both the complainant and the respondent shall be kept informed of the status of the formal process by the Compliance Officer.

8. If the hearing panel concludes that the alleged Violation has occurred, the Compliance Officer then shall provide whatever information there may be to the panel about other Violations involving the respondent of which the respondent has been previously informed and any disciplinary action taken. The Compliance Officer may be asked to provide a recommendation regarding disciplinary action that may be warranted in a given case.

9. Following the hearing, the panel must submit its conclusions within 15 calendar days in the form of a written report of its findings and its recommendation(s) to the President. The President shall provide a copy of this report to both the complainant and the respondent.

10. If the respondent is a member of the College Faculty and believes that the underlying facts of the alleged Violation and findings of the hearing panel for the complainant have been based upon speech or behavior in classroom, laboratory, public lecture, or comparable environment that is protected by academic freedom, he or she may appeal the findings in writing to the Faculty Appeals Committee within 15 calendar days, showing cause for the claim of academic freedom. If accepted, the Faculty Appeals Committee must hear the claim as soon as possible and submit its findings to the President and respondent within 15 calendar days after the conclusion of its hearing.

11. The President weighs the recommendations of the hearing panel (and when appropriate, the Faculty Appeals Committee) in arriving at a decision. As soon as possible, that decision is conveyed in writing to the complainant, the respondent, the chairperson of the panel, and anyone else the President believes should be informed. The President may provide such
information in the written statement, including details from the panel’s reports, as he or she deems appropriate.

General Guidelines

1. In the reporting, investigating, and hearing of alleged Violations, every effort shall be made to ensure confidentiality and the privacy of the parties involved, but complete confidentiality cannot be guaranteed, particularly if formal charges are filed. At all stages, investigations, administrative hearings, and formal hearings complaints are to be handled discreetly and expeditiously. Every effort will be made to contain hearsay and to minimize the potential for harmful effects on the individuals involved and the College community.

2. Both the complainant and the respondent shall be assured of fair treatment throughout the investigation, administrative hearing and formal hearing processes. Retaliation or intimidation by either party will not be tolerated. Any such retaliation or intimidation is subject to disciplinary action up to and including termination or expulsion.

3. Fabricated charges of alleged Violations or false testimony are serious offenses. Persons found to have fabricated charges or testified falsely will be subject to disciplinary action up to and including termination or expulsion.

4. At least annually, the Compliance Officer shall inform the President of reports of alleged Violations and the results of any investigations or complaints.

5. All references in these Procedures to “calendar days” shall mean all days except those days officially designated as College-wide holidays each year by the College’s Office for People Services.

Disciplinary Measures

When a Violation has been determined to have occurred, disciplinary measures are to be appropriate to the severity of the incident. Discipline may include one or more of the following actions: warning, reprimand, required letter of apology, changed assignment, relocation of office, required counseling, suspension, demotion, loss of salary, and other appropriate penalties, up to and including termination.

Appeals of Findings and Final Decisions on Findings and Sanctions

1. Either the complainant or the respondent involved with the alleged Violation may appeal to the President the findings of the panels of either the Campus Conduct Hearing Board or the Faculty Appeals Committee. Appeals are limited to two circumstances: (1) the discovery of new evidence bearing on the complaint; and (2) indications that improper procedures were employed in the investigation or in the formal hearing. The appeal must be made in writing within 5 calendar days after the parties have received the original report of findings from the President.

2. The decision of the President on the findings and sanctions in any case is final and binding.

3. The decision of the President on any appeal is final and binding.
Options Beyond the College

Individuals may have legal recourse beyond these Procedures after they have been exhausted. In particular, a complainant dissatisfied with the disposition of his or her complaint of unlawful discrimination or sexual harassment may pursue the matter by filing a formal complaint with the Office of Civil Rights (OCR) under Title IX (for students) or with the Equal Employment Opportunity Commission (EEOC) under Title VII (for employees).

Approved by the General Faculty Assembly on October 20, 2011, and adopted by the Board of Trustees on October 22, 2011.

Smoking Policy

Berea welcomes both smokers and nonsmokers as students and staff. In the interest of community health, however, the College decided several years ago to become a mostly smoke-free campus with the exception of outdoor designated smoking areas. Besides the general wellness considerations that influenced this decision, there are also those on campus with medical conditions (e.g. asthma, allergies) that are triggered by second-hand smoke. These people rely on those who smoke to do so within the designated smoking areas so they can avoid any exposure that might trigger a medical reaction. Consequently, it is imperative that everyone consistently complies with the Campus Smoking Policy.

Smoking is prohibited in classrooms, laboratories, hallways, staircases, the Library, Food Service, the Alumni Building, the Campus Post Office, campus grounds and walkways, the College forest, in residence halls, in areas where fire is a particular hazard, in areas identified by posted “No Smoking” signs, and in all other areas where non-smokers cannot avoid environmental smoke.

Smoking is allowed in designated areas only. Gazebos have been placed on campus adjacent to the following buildings:

- Alumni Building
- Hutchins Library (near the Draper side)
- James, Seabury, and Kettering residence halls
- Kentucky and Talcott residence halls
- Phelps Stokes Chapel
- Science Building
- Seabury Center

Designated smoking areas include those outdoor areas posted as such (and identified on the designated smoking area map posted near the front of the CPO, in the residence halls, and on the College kiosks).

Please note that Main Street and Short Street are not considered campus grounds and thus are not included in the College’s policy. These are public areas and may be used for smoking.
Social Media Policy

Introduction
Berea College welcomes the responsible use of social media technologies to support engaged and transformative learning and to reach out effectively to our broader community. Our rich and diverse use of social media also allows us to share, in a public way, the many qualities and strengths of our academic institution. From that perspective, Berea intentionally uses social media to advance the institution and build relationships with important constituencies like prospective and current students, donors and alumni. The venues to accomplish this are numerous and include social networking sites (like Facebook, Twitter, and Ning), content sharing (through YouTube, iTunesU, BlogTalkRadio, Ustream, Flickr, and podcasts), and through the College’s web presence (including www.berea.edu, myBerea portal and BCnow). Through these venues we can communicate important information and engage others in areas of mutual interest.

The College also recognizes the open nature of social media which is often used for both personal and professional purposes. Social media can also create a sense of role ambiguity. It may not always be clear when one is speaking on behalf of the College, sharing facts, or sharing personal/professional opinions. This policy is designed to help our employees navigate through this ambiguity and clarify certain responsibilities when posting material online. It is important to remember that we are subject to the same laws, professional expectations, and guidelines when interacting online as we would in-person with students, parents, alumni, donors, and the media.

Section 1: Laws and Regulations That Govern What You Can Post Online
This section outlines governing regulations that apply to all faculty, staff, and students when posting material online. In some cases, violations could lead to disciplinary action or termination.

1. **Protect confidential and proprietary information:** Do not post confidential or proprietary information about Berea College students, employees, or alumni. All persons must follow the applicable federal requirements such as FERPA and HIPAA, as well as NAIA regulations. Adhere to all applicable institutional and legal privacy, confidentiality and property policies and laws.

2. **Respect copyright and fair use:** When posting, be mindful of the copyright and intellectual property rights of others and of the College. For guidance, consult the Berea College Intellectual Property Rights Policy.

3. **Use Berea College intellectual properties only with permission:** No user may establish social networking sites that use the Berea College logo or other intellectual properties such as photography, video, artwork, and publications copyrighted to the College without authorization from the College. It is a violation of social networking site policies to represent an institution without authorization.

4. **Disseminating official information:** Public Relations and other designated offices are responsible for posting and publishing online official information on behalf of the College. The Employee Handbook includes a related policy for all employees, including students under the section titled “Release of Information to the Public Media.”
Section 2: Guidelines for Institutionally Sponsored and Moderated Social Media Sites

These guidelines apply to institutional accounts that are set up, maintained and moderated by Public Relations or Admissions on sites like Facebook, Twitter, and Ning. These guidelines also apply to department-moderated social media sites.

1. **Institution-moderated social networking sites:** Berea College has institution-moderated social network sites managed by Public Relations and Admissions staff. These sites can be used by the campus community to disseminate information to various audiences including prospective students, donors, alumni, and visitors of the College. Individual departments may choose to establish a department-moderated site when these institution-moderated sites are not applicable for their needs. Departments are required to contact the Web Team at webteam@berea.edu to register these sites.

   As part of the social media framework, Berea maintains an official presence on YouTube, BlogTalkRadio, Ustream, Vimeo, Flickr, and other similar sites for content sharing. These sites offer content to inform audiences about the mission and activities at the College and are often linked and accessed through our social media sites as well. Berea maintains an institutional presence on these sites with content produced or endorsed by the College. These sites are maintained by the Public Relations Office to reach alumni and friends as well as by the Admissions Office to reach prospective students. They serve as a clearinghouse for content produced and/or endorsed by that College for these audiences. Other departments and offices may contribute content to these official sites when approved by Public Relations or Admissions.

2. **If you operate a department-moderated social networking site:** Departments shall consider their particular audience, message and goals and have a strategy for keeping information on their social media site up-to-date. The intention and purpose of the department-moderated sites should be specific in order to protect the College’s institutional voice. Efforts shall be made to cross link to institution-moderated sites managed by Public Relations or Admissions and/or to College content on www.berea.edu when relevant. Use of images, naming conventions, pictures/graphics and posted content must directly relate to the particular department or activity to avoid confusion with institution-moderated sites.

   The web team may also encourage the department to use the College presence to offer an integrated user experience and to take advantage of certain additional features available. For example, content from departments and programs could be published within a playlist on one of the College’s institutional sites operated by Public Relations or Admissions. In addition, the College sites may offer additional benefits to the department in terms of content exposure and the size of videos that could be uploaded and the length of time these videos will remain on the site. “Alternate” accounts that appear to represent our official presence on these sites are not permitted.

3. **Administrative access to Berea sponsored social media sites:** A member of the Web Team (typically a PR representative by default) shall be included as an administrator on any social networking site that is moderated and maintained as an official presence of the College.
There are several important reasons for this. We are assured that these networks are managed when staff members leave. This practice also allows us to communicate efficiently during an emergency and it allows us to track usage and quickly remove content that violates this policy. Site administrators are still responsible for their social media networks and the PR administrator typically serves as a backup.

4. **Instructional use of social media sites:** Faculty do not need to use our official presence on various social media sites and can use these tools freely to support teaching and learning activities. Departments and programs that want to establish “official” presences on these sites shall register with the web team at webteam@berea.edu.

5. **Official Clubs and Organizations:** may create an official web presence in consultation with the group’s advisor using social media or other web technologies as applicable. Students should consider their particular audience, message and group goals and have a strategy for keeping information on their social media sites up-to-date. These social media sites shall also be registered through webteam@berea.edu so that we can promote them in other media. Use of images, naming conventions, pictures/graphics and posted content must tie back clearly to the particular group or activity to avoid confusion with institution-moderated sites.

**Section 3: Posting Online and When Using College Moderated Sites**

*This section provides guidelines for all faculty, staff, and students when posting material online.*

1. **Understand how your role may impact how others interpret what you say:** If you choose to list your work affiliation on a social network or identify your association with the College then you should regard all communication on that network as you would in a professional network. What you publish online should never be attributed to the College and shall not appear to be endorsed by or originating from the College, unless you are authorized to officially act in this capacity on behalf of the College. See also the [Academic Freedom and Responsibility](#) policy in the [Faculty Manual](#). All social media sites must include the disclaimer “this site is not an official publication of Berea College.”

2. **When using College email:** You are accountable for all activity conducted with your College email address or when identifying yourself as a member of the College community. The “@berea.edu” address attached to your name may indicate to others that you are acting on the College’s behalf so be clear when that is not the case.

3. **Know the terms of service of your social media platform:** Be sure to understand and follow the terms of service of any social media platform you use. You are personally responsible for compliance.

4. **Be accurate and transparent:** Have the facts before you post. If you post inaccurate information then correct it quickly. Social networks are successful when they offer authentic and direct communications via user-generated content. Social networks are interactive with a two-way flow of information. If you are representing Berea College when posting, acknowledge this by including your name and job title or department as a signature to your post.”
5. **Respect others’ privacy**: Take care not to post private information concerning others such as an email from a colleague or contact information. Please exercise good “netiquette.” Social networks are in the public realm and are not appropriate venues for the discussion or dissemination of private matters.

Additional care must be taken when participating in Berea sponsored and moderated social media sites. The below “best practices” (i.e. items 6 through 8) particularly apply to our moderated sites that are set up to reach specific audiences to carry out mission critical functions from fund-raising to admissions.

6. **Consider the intended audience when posting**: College-moderated sites are frequented by prospective students, alumni, friends, and other interested parties. The College encourages thoughtful social media interaction and does not seek to censor contributions to these sites. However, profanity, racist, sexist, or derogatory remarks, content that incites hate or encourages unethical or illegal activities, comments on litigation involving the College, spam and off-topic remarks may be removed and the user could be banned from further participation on the site.

7. **Be relevant and respectful**: Be thoughtful, accurate, relevant and respectful on Berea moderated sites. Our Berea-moderated social networks are successful when members contribute thoughtful and relevant content. Have a comment? Post it. Have a suggestion? Tell us about it. Have a different opinion? State it, respectfully. Want to locate alumni in your area? Do it. Want to offer a unique perspective? Share it. Want to air a grievance? Take care to ensure that your statements are relevant and do not violate confidentiality and others’ privacy. Social networks are often not the best forums for raising grievances that might be better addressed in other venues or handled privately.

8. **Link to other College material**: Ideally, posts on College moderated sites should be brief; redirecting a visitor to content that resides within the Berea College site when applicable.

**Section 4: Process for Resolving Concerns and Conflicts**

*These guidelines apply to faculty, staff, and students.*

Social media technology is evolving and no policy or procedure can address all of the particular situations and circumstances that may arise. Campus employees and students can contact the web team at webteam@berea.edu for guidance.

*Approved by the Administrative Committee, July 9, 2010*

**Solicitation of Funds**

Berea conducts an extensive and continuous program of fund-raising. To maintain the coherence and effectiveness of these efforts, all fund-raising activities are centralized and coordinated in the Office of the Vice President for Alumni and College Relations. This is done to prevent an awkward situation in which two college representatives, unknown to each other, approach the same individual, foundation, or other donor and, in effect, begin to compete for a gift.
The development effort seeks to take full advantage of the ideas and contacts of faculty members. Suggestions are welcome and active participation in useful ways encouraged. Faculty are strongly urged, however, not to approach potential donors or engage in other fund-raising activities without first conferring with appropriate persons in the College Relation’s Office.

**Substance Abuse**

Berea College has a vital interest in providing a workplace free from recognized hazards to staff and students. To maintain a safe environment for all, it is essential that you are not impaired in any way upon arrival at work or during the course of your scheduled work time. Employees are, therefore, prohibited from arriving for or being at work under the influence of alcohol or drugs. Failure to adhere to this policy will result in discipline up to and including immediate discharge from employment.

As required by the Federal Drug-Free and Communities Act Amendments of 1989, this will serve as notification to you by Berea College that the following constitute prohibited conduct on the Berea College premises or at College-sponsored activities:

1. unauthorized distribution, possession, or use of any alcohol, controlled substance or illegal drug, as defined by Kentucky Revised Statutes, Chapter 218A;
2. providing alcoholic beverages to individuals under 21 years of age, or possession or use of alcoholic beverages by individuals under 21 years of age; or
3. unauthorized possession of an open container of an alcoholic beverage, public intoxication, or unauthorized distribution of alcoholic beverages for purposes of legal distribution.

In addition to imposition of disciplinary sanctions under College procedures, any employee of the College convicted of a criminal drug offense is required by law to notify the College within five days of the conviction.

The health risks associated with the misuse and abuse of mind-altering drugs, including controlled substances and alcohol, include but are not limited to the following: physical and psychological dependence; damage to the brain, pancreas, kidneys and lungs; high blood pressure, heart attacks and strokes; ulcers; birth defects; a diminished immune system; and death.

The College provides assessment and referral services to College students and employees and serves as an alcohol and drug information/education resource. The College also provides an Employee Assistance Program at no cost to the staff, providing counseling services to deal with such issues.

**Sunday Policy***

The College community recognizes the traditional significance of Sunday as a day of worship, rest, and enrichment. In keeping with the College’s Christian tradition and its commitment to stimulate understanding of the Christian faith and its many expressions, this policy’s provisions allow opportunities for members of the College community to observe a day of worship and rest.

Ordinarily, the College will not schedule events on Sunday which would require attendance. All College-related activities and services, except for food and other basic on-going functions, shall be
closed on Sunday until 1:00 p.m. to enable worship attendance. Faculty, coaches, and labor supervisors are encouraged to make every possible provision to free workers from schedules conflicting with their religious services. Out of respect for those members of our community who worship at other times, faculty, coaches, and labor supervisors are encouraged to be considerate of their worship times and religious observations.

Departments and programs may sponsor concerts, receptions, theatre productions, convocations, and other events on Sunday, but intercollegiate athletic contests and required course-related or group activities should not be scheduled. (Note: The Intercollegiate Athletic Sunday Competition Policy, passed during the November 14, 1996, Faculty Meeting, addresses exceptions. That policy remains in effect.)

Special worship services (e.g., Good Friday, opening Sunday worship service) may be included in the official calendar approved by the Executive Council. At such times, all offices and College services may be closed. Worship services may be arranged by the Campus Christian Center at other times.

*As adopted by the General Faculty, March 13, 1997

Supervision of Student Labor

The student labor program is one of the College’s most distinctive features and an integral part of a Berea education. Students work throughout the campus in over 100 different labor departments. Each member of the College Faculty usually has one worker to assist with tasks directly related to one’s teaching and other professional responsibilities. The faculty member serves as labor supervisor for that student and any others assigned to him or her. As a labor supervisor, one becomes a user of labor while continuing as a teacher, albeit outside one’s primary discipline. The student’s labor assignment is intended to be an opportunity for learning and growth, not just a job requiring performance of specific tasks. Care should be taken to insure that skills and good work habits are developed, that the relation of the assignment to the larger purposes of the department and the College is understood, that the dignity of all useful work is emphasized, and that the position serves as a means for enhancing self-esteem.

Transportation Policy

Policy Purpose
The purpose of this policy is to promote the safe operation of Berea College owned or rented vehicles to ensure the safety of College drivers and passengers.

Policy Statement
It is Berea College’s policy that each Berea College – owned or rented motor vehicle be operated in a safe and responsible manner. For the purpose of this policy, College Vehicle is defined as one owned or rented by the College. All vehicle operators must possess a valid state driver’s license and, if under the age of 26, have a current Defensive Driving Card issued through Berea College. Only approved drivers shall operate a College Vehicle. Any driver found to be in violation of this policy shall not be eligible to operate a College Vehicle until such time that the driver in question can regain approval through the Department of Public Safety.
Use of Berea College Vehicles

College Vehicles shall be used only for Berea College business or academic activities that are in accordance with the policies of Berea College. Berea College business is defined as a departmentally approved activity that promotes the mission of Berea College through the areas of academic/non-academic activities, labor and employment, educational and occupational training, service, and Student Life activities including approved clubs and organizations. Personal use of College Vehicles is prohibited.

1. Authorized drivers—employees, including part-time and student employees, and registered volunteers are the only individuals authorized to operate a College Vehicle. Students are authorized to operate a vehicle provided they have departmental approval and Defensive Driving Training. All use must be directly related to Berea College business or academic activities. A valid driver’s license is required for all drivers.

2. Each driver is responsible for the safe operation of the College Vehicle in their possession and shall observe all traffic laws. Drivers are personally responsible for all of their traffic violations and fines including parking violations.

Driver Responsibilities

1. Present a current and valid state driver’s license
2. Submit a completed “Driver’s Authorization Application Form” for approval for use of Berea College Vehicle. The authorization Application can be found on the Public Safety bulletin board.
3. Completion of a driving records check. Please allow sufficient time (at least seven days) to complete a motor vehicle report (MVR) review.
4. Completion of Berea College Defensive Driving program (if under the age of 26 at the time a College Vehicle is being used).
5. No manufacturer, College, or Department installed safety device may be altered, modified or disabled by the driver or passenger in a Berea College Vehicle. Any motor vehicle modification including the addition or removal of safety devices must first be approved by the Department of Public Safety.
6. Agree to operate College Vehicles in accordance with all laws and Berea College policies. This includes the following requirements:
   - Driver and vehicle occupants must wear seat belts while the vehicle is in operation.
   - The driver is prohibited from using a cell phone, including texting, while the vehicle is in operation unless the vehicle has come to a complete stop and is out of traffic. (Kentucky Law prohibits texting on any electronic device.)
   - Use of all tobacco products is prohibited in College Vehicles.

Departmental Responsibilities

1. Ensure that only approved and properly trained drivers operate College Vehicles.
2. Remove from service any departmentally owned vehicles that have become unsafe and have them repaired immediately. Repair documentation shall be maintained by the Department and a copy submitted to the Public Safety Department.
3. Submit completed “Driver’s Authorization Application forms” to Public Safety for all prospective drivers within the department.
4. The department head or person authorizing a trip will maintain a list of all persons going on the trip.
5. Will not purchase or approve the rental of 15-passenger vans.

**Enforcement**
Failure to comply with the procedures detailed in this policy may result in disciplinary action, including but not limited to termination of motor vehicle privileges.

**Insurance Requirements**
- **Vehicle Rental:** When renting a vehicle through a rental agency, do not purchase the rental agency insurance. Insurance for the rented vehicle is covered under the College’s liability insurance.
- **Personal Vehicle use:** An individual who uses his or her personal vehicle for College business, program, or sponsored activity does so at their own risk. The college does not carry insurance on and assumes no responsibility for any damage to personal vehicles even when used for a college sponsored activity, business, or program. Personal auto insurance is primary and will respond to third party liability including liability for injuries to passengers in the vehicle.
- **Reporting:** Report all accidents to Public Safety (859-985-3333), even if driving your personal vehicle for a college sponsored activity or program.

**Use of Passenger Vans (10 to 12 passengers)**
When ten- to twelve-passenger vans are utilized for Berea College authorized travel the following guidelines shall apply:

1. Drivers must be 18 years or older.
2. Single day total driving mileage per driver should not exceed 5 consecutive hours or 250 consecutive miles.
3. Drivers must have completed a Defensive Driving Class and be in possession of a current Defensive Driving card.
4. Drivers must have completed a Van Driver’s Safety Defensive Driving Class and be in possession of a current Van Driver’s Safety Defensive Driving card.
5. Submission of a list of approved secondary drivers for trips that may require driving in excess of 5 consecutive hours or 250 consecutive miles.

Any questions about the Transportation policy should be directed to Department of Public Safety, Ext. 3333.

*Approved by the Administrative Committee April 5, 2011.*
Travel and Business Expense Reimbursement Policy Excerpt

The following is an excerpt from the Travel and Business Expense Reimbursement Policy. The complete policy is available at:
http://www.berea.edu/vpf/policiesprocedures.asp

Policy Statement
Employees of Berea College may charge against appropriate College accounts normal and reasonable travel and travel-related expenses incurred for a College business purpose. Business meals not involving travel and certain other business expenses will be reimbursed subject to the conditions contained in the policy. Faculty and staff traveling on College business shall use the most economical standard transportation available and lodging shall be the most economical that is consistent with the College’s best interest and the traveler’s safety. Travel shall be by the most economical routes and lodging facilities that provide discounts or special commercial or educational institution rates shall be used where feasible. Expenses added by taking alternate routes or types of transportation and lodging shall be assumed by the individual.

Purpose
*The intent of the policy is to ensure that individuals traveling on Berea College business neither gain nor lose personal funds as a result of that travel.* It is necessary that clear and unambiguous reimbursement and expenditure guidelines be in place before funds are committed or expenses incurred. It is also critical that all employees traveling on College business understand the compliance requirements established by the Internal Revenue Service and other oversight agencies (e.g., federal grants).

To Whom this Policy Applies:
- Faculty and staff seeking reimbursement from the College for any type of business expense, regardless of whether travel was involved;
- Individuals traveling on Berea College business, regardless of the source of funds;
- Individuals who make travel arrangements for themselves or for others;
- Individuals who review, approve, process or record travel documentation; and
- Individuals with budgetary oversight.

Responsibility
The President and Vice Presidents are responsible for assuring that within their administrative units:
- Budgeted funds are available to meet travel commitments.
- Proper authorization of travel is obtained before any commitments are made.
- All meal reimbursement requests, regardless of amount, are accompanied by a detailed receipt.
- All non-meal travel related expenditures greater than fifteen dollars are supported by a detailed receipt.
- The potential benefits of the trip justify its time and expense after considering less costly alternatives.

Caution: Individual departments or federal grant programs may have more restrictive policies and procedures regarding travel, but in no case will any unit be less restrictive than this policy. It is the responsibility of the traveling employee to ascertain the restrictions under which his/her travel is covered.
Faculty and Staff Requests for Reimbursement of Expenses Not Classified as Business Meals or Travel

When faculty and staff use personal funds as payment for business expenses of the College that are not associated with business meals or travel (e.g., an item to be used in the classroom), requests for reimbursement must be submitted on a Supply/Material Reimbursement Report (www.berea.edu/vpf/policiesprocedures.asp). Such purchases must be pre-approved and should only be made under very limited circumstances when a vendor cannot be paid via a purchasing card or a check request.

Travel Authorization

A. Obtaining Authorization
Before making any travel commitments, an employee should be aware of his/her department’s and/or federal grant program’s travel policies, as they may be more restrictive than those contained herein. Available funding must be identified and appropriate departmental approval to travel should be obtained. No one may authorize an exception to these policies and procedures for his/her own travel. Any exception to the standard policy must be authorized in writing by the traveler’s supervisor and approved by the appropriate Vice President.

B. Spouse/Companion/Family Travel
College payment of spouse/companion/family travel expenses is disallowed. Exceptions to this policy must be authorized by the President/Vice President in advance of the travel commitment.

C. Combining College Business Travel with Other Travel
The College will only reimburse the business portion of a trip when that trip is combined with personal vacation travel. Only receipts from the business portion of the trip should be submitted.

D. Federal Grant Program Travel
The award document should be consulted to determine any travel restrictions.

For more information regarding Reporting of Travel Expenses, Air Travel, Rental Vehicles, Personal Vehicles, Lodging, Telephone Usage, Meal, Entertainment Expenses, Payments to Third Parties, and Miscellaneous Travel Expenses, see the complete policy available at <http://www.berea.edu/vpf/policiesprocedures.asp>.

(Revised July 1, 2009)

Use of Campus Facilities by Off-Campus Groups

Throughout the academic year and the summer the campus is a popular place for off-campus groups to hold conferences, continuing education activities, workshops, camps, and other meetings. There are more requests for such use of campus space each year than the College can accommodate. The planning, administration, and coordination of these activities are done by the Conference Services Office. The Manager of that office handles all such requests, schedules those events that can be arranged, and insures that campus facilities and other resources are not overextended.
Any member of the faculty or staff involved with a group interested in holding an event on the campus should consult with the Conference Services Manager about availability of space and related matters. The Manager’s approval is necessary before any commitment is made. In setting fees for the use of College facilities, a distinction is made between College-sponsored events and those not sponsored by the institution.

**Use of College Funds for Flowers**

Use of College funds for flowers is appropriate for the following situations:

- Bereavement flowers due to employee death, the death of the employee’s spouse or employee’s child are normally sent by the President’s Office and by the department in which the employee worked(s) only.
- Flowers due to the death of a student should be coordinated with the VP for Labor and Student Life to eliminate multiple purchases by various College offices.
- Flowers due to the death of a donor should be coordinated with the VP for Alumni and College Relations and, when appropriate, the President’s Office, to minimize multiple purchases by various College offices.
- Flowers for a hospitalization of a Berea College employee (in-patient only) are normally sent by The President’s Office and by the department in which the employee worked (s) only.
- Flowers for other College-sponsored events/functions as approved by the appropriate Vice President.

(Flowers are defined as bouquets, planters, floral arrangements and include balloons, cookies, stuffed animals, etc.)

**Use of College Funds for Meetings and Entertainment**

**Policy**

The purpose of this policy is to ensure that all Berea College funds are used only to support appropriate College business. This policy applies to all Berea College employees. If a proposed expenditure is not listed in this policy, the following standards should guide the final expenditure decision:

- There must be an approved budget line for such expenditures.
- Each College department, unit, and approving official must exercise prudent judgment to ensure that the commitment of College funds is appropriate and essential for business meetings and entertainment/hosting functions.
- Business meeting expenditures incurred by College employees and on behalf of non-employees must support the College’s academic, institutional, or public service mission.
- The expenditure will not be personal in nature.
- The expenditure will not be used as additional compensation (e.g., bonuses, cash, gifts, prizes, awards, etc.) except as outlined in this policy.

**Business Meeting Expense Guidelines**

The following reimbursement and use of College funds rules apply to all offices, departments, and units of the College.
College dining services and facilities, meeting areas, and the Boone Tavern (and associated catering services) will be used for business meetings, hosting events/functions and receptions whenever possible. Use of other providers is permitted. The decision should be based on the benefits to the College in terms of favorable cost, limited capacity/space, location, etc.

**Alcoholic Beverages**
Use of College Funds for alcoholic beverages for hosted or non-hosted on-campus events at College facilities is generally not permitted. Use of College funds for the purchase of alcoholic beverages or reimbursement for such purchases is limited to business meals or meetings with a donor(s) or business appointments with external guests. Any exceptions must have prior approval from the appropriate College Vice President.

**Business Meetings and College-Sponsored Functions**
The College recognizes entertainment/hosting as an appropriate expenditure if the activities contribute to or result from a College-related business activity.

When a meeting or function is related to College business, meals, or snacks may be purchased. Entertainment/hosting expenditures must be approved by appropriate the Vice President and adequately supported by documentation. Regular committee or similar meetings may be included under this policy if they occur at meal times.

Expenditures associated with College-wide employee functions held by the President and/or People Services (e.g., new faculty/staff member receptions, ceremonial receptions, faculty/staff appreciation and employment service award programs, employee picnic, etc.) are considered appropriate use of College funds.

**Retirement and Going Away Receptions**
Retirement and “going-away” receptions may be held for an employee after approval from the appropriate Vice President. College funds may be used for reasonable hors d’oeuvres, or other low-cost food and non-alcoholic beverages. “Going-away” receptions held for employees transferring to another department or unit are not considered an appropriate use of College funds. Other retirement functions (e.g., parties, dinners, etc.) are considered an inappropriate use of College funds unless approved in advance by the appropriate Vice President. People Services already provides a large reception and gift to all retirees. Therefore, no retirement gifts are to be purchased with departmental funds.

**Social Gatherings For Employees**
Holiday parties (e.g., Christmas, Thanksgiving, etc.) may be held. The use of College funds is appropriate for reasonable and modest expenditures on campus for a limited number of departmental/office gatherings annually. Off campus celebrations at the College’s expense are not appropriate unless justified to and approved by the appropriate Vice President. All social gatherings using College funds must be approved by the appropriate Vice President, or his/her designee.

**Other Receptions**
College Funds should not be used for receptions such as baby showers, wedding showers, birthday parties or similar types of activities that are of a personal nature and not related to College business.
However, such celebrations are appropriate when initiated and funded by employees on behalf of their colleagues.

**Student Employee Appreciation**

Student employee appreciation events may be held and the use of College funds is appropriate under the same conditions as all other employee events (e.g., “going-away” receptions are acceptable; gifts and plaques are not acceptable).

**Employee Gifts, Prizes, and Awards**

Use of College funds for employee gifts, prizes, and awards is appropriate only when it is associated with a campus-wide program.

*(This policy was revised by the Administrative Committee, September 2003.)*

**Whistleblower Policy**

**Introduction**

This Policy prohibits retaliation against an employee student, guest, or vendor of the College (referred to here as a “Whistleblower”) who reports an activity that the Whistleblower reasonably believes to be illegal, fraudulent or dishonest conduct involving College employees or resources. A copy of this Policy shall be transmitted to all College employees and students at the beginning of each academic term and displayed to the public on the College’s website.

**Reporting and Investigation**

All members of the College community are responsible for reporting fraudulent, dishonest, or illegal conduct involving College employees or resources. Such reporting should be made according to College policy or applicable law. If a situation is not addressed by existing College policy or if the appropriate manager or supervisor fails to act on such a report according to College Policy, a Whistleblower may report the matter in any of the following ways:

*By mail:*
  President of the College
  CPO 2200
  Berea, Kentucky 40404
  Chair of the Board (or Audit Committee Chair)
  Berea College
  PO Box 2083
  Lexington, Kentucky 40588-2083

*By phone: 859-985-3520 (President’s Office)*

*By email: [BereaCollege@ddafcpa.com](mailto:BereaCollege@ddafcpa.com)*

All complaints shall be promptly investigated as directed by the President or the Chair of the Board. The Audit Committee of the Board of Trustees receives reports concerning all Whistleblower complaints and their disposition.
Whistleblower Protection
College employees may not retaliate against a Whistleblower with the intent or effect of adversely affecting the terms or conditions of employment, enrollment, or any transaction involving College facilities or resources. If the Whistleblower has made a confidential report, the College will exercise reasonable care to keep the Whistleblower’s identity and the report confidential, unless (1) the Whistleblower agrees to the disclosure; (2) disclosure is necessary to allow College or law enforcement officials to investigate or respond effectively to the report; (3) disclosure is required by law; or (4) the person(s) accused of violations by the Whistleblower are entitled to the information as a matter of institutional due process in disciplinary proceedings.

Whistleblowers who reasonably believe that they have been retaliated against by a College employee may file a written complaint with the President or Chair of the Board using any of the reporting methods described above. If retaliation is proven, the retaliating employee(s) are subject to appropriate disciplinary actions or remedies provided in law or equity, including dismissal. The prohibition against retaliation is not intended to prohibit administrators or supervisors from exercising legitimate supervisory responsibilities in the usual scope of their duties and based on the College’s Workplace Expectations, other institutional policies and valid performance-related factors.

Revised August, 2011.

Workplace Violence

The safety and security of Berea College employees and its visitors is of vital importance to the College. Therefore, acts or threats of physical violence including, but not limited to, intimidation, harassment or coercion, which may be directed towards another employee, visitor or student or affect the College or occur on College property, shall not be tolerated. Individuals shall not be allowed to carry a weapon, regardless of a permit, onto College property. Any employee who is found, after a proper investigation, to have been in violation of this policy shall be subject to disciplinary action, up to and including termination of employment.
Personnel Policies for Faculty

Appointments

Appointments to the full-time faculty are of four types: temporary, continuing non-tenure track, probationary, and tenured. Temporary appointments, which may be for one term or longer, are made primarily to replace faculty members on leave. Continuing non-tenure track appointments may be made where there is high performance by persons without terminal degrees or where other special circumstances may pertain. They also include the professional Library staff. Probationary appointments include initial appointments and all reappointments prior to the granting of tenure. Tenured appointments are normally made only after completion of a probationary period, though the awarding of tenure at the time of initial appointment is not precluded. In all instances a decision to grant tenure is based on a thorough review of professional promise and institutional needs. Such a decision can be made only by the Board of Trustees, acting on the recommendation of the President.

Probationary Appointments

All probationary appointments are made in consultation with the Program Coordinator and only with the unanimous agreement of the Division Chair (representing the division), the Program Coordinator, the Academic Vice President and Dean of the Faculty, and the President. Such appointments are confirmed by written contracts that specify the terms and conditions.

The contractual pay period for full-time faculty is usually for the period of one year, beginning September 1 and ending August 31. Except for librarians, the teaching and scheduled responsibilities are performed during the nine months of the academic year, unless other arrangements are made on an individual basis. For full-time continuing faculty, salary letters are ordinarily issued in early June, approximately three months before the beginning of the contract period.

When the appointment of a probationary faculty member is not to be renewed, he or she is notified in writing by the Academic Vice President and Dean of the Faculty. For persons in the first year of full-time appointment at Berea, notification is given no later than March 1; for those in the second year no later than December 15. Those who have taught full-time for two or more years at Berea receive notification at least twelve months before employment is to end. The letter of notification does not routinely state the reasons for non-renewal, but the faculty member may seek an explanation from the Academic Vice President and Dean of the Faculty. Following that consultation the individual may ask for and receive an explanation in writing.

Tenured Appointments

A tenured appointment represents Berea College’s commitment to academic freedom, and its trust in the appointee’s promise as teacher and scholar. The granting of tenure is not automatic; it is the result of a considered judgment that the faculty member will make a significant, long-term contribution to the fulfillment of the College’s purposes. Tenure is a continuous appointment. It continues until (1) the appointee resigns or retires, or chooses to reduce teaching responsibilities below one-half of a normal teaching load, or (2) a situation develops that is demonstrably adequate cause for discontinuation of the appointment. Academic freedom is essential to the College’s success in meeting its educational
obligations to its students and the larger society. A well-conceived and soundly administered tenure system is considered the best means to assure such freedom.

Ranks

The following ranks are established for the faculty: instructor, assistant professor, associate professor, professor, and lecturer. The first four ranks apply to persons with full-time responsibilities; the minimum qualifications for each of these ranks are specified below. Persons with part-time appointments who are not affiliated with another college hold the rank of lecturer. Persons teaching temporarily at Berea, who hold academic rank elsewhere, or who have distinguished careers outside higher education, are appointed to adjunct status at the appropriate professorial rank.

Instructor

Hiring at this rank requires at least the master’s degree. In most fields appointment at this level is made with the expectation that additional graduate work in one’s field will be pursued. Promotion must be earned within five years if membership on the faculty is to continue.

Assistant Professor

For hiring at or promotion to this rank, the standard in most fields is the earned doctorate or appropriate terminal degree. For faculty in librarianship, the appropriate master’s degree and three years of professional experience are minimum qualifications for the rank. Minimum qualifications for faculty teaching business subjects are the master’s degree, suitable professional certification, and three years of related experience.

Associate Professor

Hiring at this rank requires the doctorate or a terminal degree as specified below, evidence of scholarly or creative ability, superior performance of one’s professional responsibilities, and usually a minimum of six years of full-time experience at the Assistant Professor level. For faculty in theatre, visual arts, and dance, the M.F.A. is the terminal degree. For librarians, the M.L.S. and one year of additional study in librarianship or a related field are required. For faculty in business, the suitable master’s degree, appropriate professional certification, and one additional year of graduate study are required. For Nursing faculty, please see Appointment, Promotion or Tenure for Nursing Faculty.

The standards for promotion to this rank are the same as those specified for tenure (see Tenure Review Standards), and the granting of tenure carries with it promotion to the rank of Associate Professor.

Professor

Hiring at this rank requires the doctorate or other acceptable terminal degree, superior performance of one’s professional responsibilities, and normally seven years as an associate professor.

Promotion to this rank requires evidence of continuing excellence in teaching, a continuing record of peer-reviewed scholarly/creative achievement and professional growth, sustained success in mentoring students, and meaningful service to the College. Eligibility normally requires at least seven years as an Associate Professor.

The above statements describe the usual expectations for appointment at each rank, but exceptions may be made when circumstances justify. Particularly in professional and technical fields, in which formal
study may be less important than unique experience and demonstrated competence, the requirement for a particular advanced degree may be waived. In these cases, the special qualifications of the faculty member must be fully documented.

**Promotion Procedures**

The above specifications for the various ranks are considered minimums, and promotion seldom follows as soon as they are met. Elevation in rank is never routine or automatic, but proceeds from a careful assessment of the quality of one’s overall contribution to the life of the College. The criteria for promotion are the same as those specified for tenure (see *Tenure Review Standards*).

Consideration for promotion normally begins with a recommendation and/or evaluative letter written by the Division Chair to the Academic Vice President and Dean of the Faculty. Where this is not appropriate, for example when a Division Chair is a candidate for promotion, the Academic Vice President and Dean of the Faculty or appropriate administrator initiates the process. To provide adequate time for proper consideration, the deadline for such recommendations is March 1, for consideration the following academic year. *Note: The deadline is December 1, 2011, for 2011-2012 promotions; and March 1, 2012, for 2012-2013 promotions.*

When a faculty member becomes a candidate for promotion, the candidate is so informed by the Academic Vice President and Dean of the Faculty and invited to submit current materials to become part of a file that will guide the Faculty Status Council in its deliberations. This file consists of the letter recommending promotion; updated materials submitted by the candidate; summary analyses from the Instructor Evaluation Questionnaires (see *Appendix C*); a current evaluation of the candidate’s effectiveness as an advisor; any materials submitted by others for previous probationary, tenure or promotion reviews; and any other information deemed pertinent by the Academic Vice President and Dean of the Faculty. The file is made available to the candidate on request.

The Academic Vice President and Dean of the Faculty shall present the question to the Faculty Status Council, and the Council considers the matter in private session. At the conclusion of the consideration, each member of the Council (including the Academic Vice President and Dean of the Faculty) states his or her evaluation of the promotion review file materials relative to the promotion criteria, and concludes with a vote to recommend or not recommend promotion. The voting body includes the Academic Vice President and Dean of the Faculty, for a total voting group of eight persons. *(Note: voting group of 7 in 2011-2012)* A recommendation for promotion requires an affirmative vote from at least six of the voting group of eight *(5 of the voting group of 7 in 2011-2012).* The recommendation of the Council shall be forwarded to the President and the candidate by the Chair of the Council. The recommendation report shall indicate that promotion is or is not recommended, and include vote count, but not indicate how individual Council members voted. In addition, the entire Council provides to the President a formal, oral report of its reasoning about a case, with no further discussion to occur except questions of clarification about the oral report itself.

In the event that the candidate disagrees with a negative recommendation of the Faculty Status Council, the candidate may proceed with a request for reconsideration to the Faculty Status Council or an appeal to the Faculty Appeals Committee based upon the *Reconsideration Procedures or the Appeal Procedures* contained in the *Faculty Manual.*
The President makes decisions on promotions to the rank of assistant professor. If the proposed promotion is to one of the two higher ranks, the Board of Trustees makes the decision, acting on the recommendation of the President. All promotions become effective with the beginning of the next contract year.

For librarians, the criteria and supporting materials for promotion differ somewhat from those for faculty whose duties are primarily instructional. The differences are described in Criteria and Procedures for Evaluation and Promotion of Librarians below, under the section Program-Specific Information on Appointment, Evaluation, Promotion, and Tenure.

Consideration for Tenure

The probationary period at Berea College is limited to seven years; it may be for a lesser period by virtue of prior full-time teaching experience. If the faculty member has held a full-time appointment elsewhere, no more than three years of that experience may be credited toward tenure at Berea. The tenure review process begins midway through the sixth year counted toward tenure. When conferred by the Board of Trustees, tenure becomes effective at the beginning of the seventh year. If tenure is not conferred, the seventh year is served under terminal contract. Whenever an appointment carries the possibility of tenure, the time for tenure consideration is specified in the initial contract letter.

Tenure Review Standards

Berea College seeks to attract and retain a diverse faculty that serves the mission and Great Commitments of the College by its expertise and by its commitment to teaching, to scholarship and creative work, and to service. A candidate for a tenured appointment is expected to understand and support the College’s educational purposes, to address the curricular and related educational needs of the College, and to demonstrate achievement as well as genuine promise for continuing growth as teacher and scholar. In all instances a decision to grant tenure is based on a thorough review of professional promise and institutional needs.

Each member of the faculty brings distinct talents, background, and interests which allow outstanding contributions to the College. All faculty are reviewed in four areas, with some overlap among them. The following descriptions are intended to guide candidates, Division Chairs, the Faculty Status Council, and others involved in the mentoring and review of faculty. The goal in applying standards is distinction, and the awarding of tenure acknowledges that there is sufficient evidence in all areas of review. The examples of evidence offered below are neither exhaustive nor restrictive.

The tenure review standards are listed in order of importance, with teaching excellence being the sine qua non of retention, tenure, and advancement at Berea College, and with scholarship and/or creative work being understood as a critical component of maintaining good teaching.

1. Teaching Excellence
   Berea College expects from its faculty excellence in teaching. This includes current knowledge of one’s subject and its relations to other fields of study, thorough and imaginative course design, a capacity to inform, challenge, and engage undergraduates, and a commitment to the pursuit of excellence through deliberate reflection about teaching.
Evidence of excellence in teaching may come from colleagues’ observations, the Division Chair’s evaluative letter, alumni surveys, student interviews, Instructor Evaluation Questionnaires, student self-assessments, and other indicators of student learning.

Evidence of regular, deliberate reflection about teaching may come from portfolio materials and statements, the quality of syllabi and assignments, rationales for changes in syllabi, assignments, or curricula resulting from evaluations of teaching, and willingness to explore other pedagogies to improve teaching quality.

2. Scholarship/Creative Work and Professional Growth
Berea College faculty are expected to engage in both (a) peer-reviewed scholarship, research, or creative work, and (b) activities that contribute to continuing professional growth.

Berea College understands scholarship/creative work as integral to excellent teaching, and all categories of scholarship are recognized (the scholarship of discovery, of integration, of application, of engagement, and of teaching). Part of what it means to be a scholar is to participate in a community of peers, i.e., sharing work, subjecting it to the constructive criticism of appropriate peers for the type of scholarship, and pursuing a scholarly agenda. Meeting this standard requires work that engages peers beyond the College. Evidence may include juried exhibitions; scholarly articles; presentations at international, national, regional or state conferences; critically reviewed performances; and grant applications.

Professional growth activities may include attending conferences, presentations for on-campus audiences, course and program innovation, and other contributions to the intellectual life on campus.

3. Mentoring Students
Berea College faculty are expected to support students through informed and effective academic advising and, as appropriate and possible, through other means such as labor supervision, informal consultation, and support of student activities and organizations.

Evidence may include responses from advisees, information about supervision of labor students, participation in residence life programs, advising student clubs, leading student travel, helping students pursue career and graduate school opportunities, sponsoring internships and independent studies, and arranging for special opportunities.

4. Service
Berea College faculty are expected to contribute constructively to governing and serving the College at the program, divisional, and College level.

Evidence may include engagement in meetings, discussions and decisions; willingness to serve on committees; involvement in program review and revision; participation in activities that enhance campus curricula; contributions to the mission of the College and its programs; and service to professional and community organizations.
**Probationary Review and Other Evaluation**

Faculty members on tenure track normally receive two comprehensive performance reviews. Conducted by the Faculty Status Council, the reviews employ the same standards used in tenure consideration and follow similar procedures. The procedures differ somewhat, however, in that (1) the Board of Trustees does not participate; (2) the Academic Vice President and Dean of the Faculty discusses with the individual and his/her Division Chair the conclusions reached, and (3) the FSC concludes the performance reviews by discussing its recommendations with the candidate’s Division Chair. The key points of both reviews are also confirmed by letter to the candidate, with copies to the Division Chair and the President.

**Mentoring Team**

When a new tenure-track faculty member comes to Berea College, the Division Chair constitutes a mentoring team of at least two faculty members from within the division. Whenever possible, one team member will be in the same discipline as the new faculty appointee. The Division Chair is a member of the mentoring team for the new faculty member and may continue on the appointee’s mentoring team even beyond one’s term as chair. Over the course of a probationary appointment, mentoring team membership may change as a result of consultations among the faculty member, mentoring team, Division Chair, and the Academic Vice President and Dean of the Faculty.

**Tenure Team**

Following a promising probationary review and no later than two years prior to a tenure review for a faculty member, a tenure team is constituted for the tenure candidate. In consultation among the tenure candidate, mentoring team, Division Chair, and Academic Vice President and Dean of the Faculty, a tenure team of about five or six faculty is comprised by the mentoring team and additional tenured faculty members in the candidate’s discipline or related fields inside or outside the division. The candidate’s tenure team assists the Division Chair in developing a comprehensive, evaluative letter. This assistance may include, but not be limited to: consultation, review of scholarship and other materials related to the College’s Tenure Review Standards, classroom observations, student interviews, and review of student evaluations (IEQs) and/or alumni surveys. If any tenure team member disagrees with the letter submitted by the Division Chair, he or she is free to submit a contrary view.

Apart from these systematic evaluations, there are other ways for the faculty member to learn how his or her work is regarded. Division Chairs and Program Coordinators are encouraged to meet at least once a year with division members to review candidly the individual’s performance. Any faculty person should also feel free to approach the Division Chair or Program Coordinators about such matters, and to confer as well with the Dean or Curriculum and Student Learning and/or the Academic Vice President and Dean of the Faculty, whenever appropriate. In addition, student opinions may be learned directly from the Instructor Evaluation Questionnaires. See Appendix C for the policies regarding the collection, processing, and use of the Instructor Evaluation Questionnaire.
Procedures: Assembly of Tenure File

In the sixth year counted toward tenure or the year designated for tenure review in a shorter probationary period, information about the candidate’s performance and promise is assembled from the sources described below. The Academic Vice President and Dean of the Faculty requests and receives the materials for a file (the Tenure Review File) which will be used by the Faculty Status Council to guide its deliberations. For the purposes of these procedures, including appeals, any reference to the term “class days” shall mean all days upon which the offices of the College are open, excluding intervening weekends, academic calendar holidays, and the entire summer break. The Tenure Review File, which is made available to the candidate and the candidate’s Division Chair, includes the following items collected in this order:

ONE: Material from various offices to be received in the Office of the Academic Vice President not less than thirty (30) class days prior to the closure date of a candidate’s Tenure Review File.

1. If the candidate has taught one or more general studies/education courses, a letter from the Dean of Curriculum and Student Learning evaluating the faculty member’s teaching is submitted. The letter is placed in the Tenure Review File, copied to the Division Chair, and will be based upon General Studies or General Education course Instructor Evaluation Questionnaires and classroom observations.

2. From the Dean of Curriculum and Student Learning, a letter commenting on the candidate’s effectiveness as an advisor to students is submitted. This letter will be based upon surveys or interviews with the candidate’s advisees. The letter is placed in the Tenure Review File and copied to the Division Chair.

3. Summary analyses from the Instructor Evaluation Questionnaires are received from the Office of Institutional Research and Assessment. See Appendix C for the policies regarding the collection, processing, and use of the Instructor Evaluation Questionnaire. These materials are placed in the Tenure Review File and copied to the Division Chair.

4. Any other documents determined by the Academic Vice President and Dean of the Faculty to be relevant to the stated criteria for tenure are included. These materials shall include, when available, summaries of confidential interviews with students conducted by the Academic Vice President and Dean of the Faculty or the Academic Vice President and Dean of the Faculty’s designate, and must include survey data collected by the Academic Vice President and Dean of the Faculty from graduates. The letter summarizing the conclusions of the probationary review (see below) and any related correspondence are also part of the Tenure Review File. These materials are placed in the Tenure Review File and copied to the Division Chair.

TWO: Material from the candidate:

The Academic Vice President and Dean of the Faculty shall request, in writing, that the candidate submit his or her materials for the Tenure Review File. All such material shall be prepared and submitted by the candidate. An essential element is the candidate’s statement describing her or his success in teaching and plans for improvement, service as advisor to students, scholarly or creative work, professional and on-campus activities, and plans for further growth. Course syllabi, copies of examinations, completed manuscripts, and similar items should be included as well. For a period of ten (10) class days prior to submitting his or her materials the candidate is free to review all of the previously collected materials contained
in the Tenure Review File. In a written statement the candidate may address the content and recommendations already collected in the Tenure Review File. The candidate is responsible for the submission of the candidate’s materials to the Office of the Academic Vice President and Dean of the Faculty not later than ten (10) class days after the deadline for the material in part ONE, above. The Academic Vice President and Dean of the Faculty will inform the candidate of this deadline at least by the start of the term in which the Tenure Review will occur.

THREE: Evaluative Letter from the Division Chair: (NOTE: Throughout this section, former Department Chairpersons will fill this role in 2011-2012)

Upon the written request of the Academic Vice President and Dean of the Faculty, the candidate’s Division Chair submits an evaluative letter describing the candidate’s contributions and performance as described and ordered by the tenure criteria published in the Faculty Manual. The letter presents the Division Chair’s own judgment, with a clear recommendation that tenure be granted or denied. In arriving at his or her conclusions, the Division Chair consults formally with students familiar with the candidate’s teaching. The consultations are conducted every fall and spring term during the two (2) years immediately prior to tenure consideration. The Division Chair reviews the material collected by the Academic Vice President and Dean of the Faculty from the Tenure Review Candidate, the Dean of Curriculum and Student Learning, the summary analyses of the Instructor Evaluation Questionnaires from the Office of Institutional Research and Assessment, and other material collected by the Academic Vice President’s Office, including material from graduates. The Division Chair also confers with the candidate’s designated tenure team and visits classes conducted by the candidate. The Division Chair may request that tenured faculty in the division assist in the evaluation of the tenure candidate. Such assistance may include, but not be limited to: consultation, review of scholarship and other materials related to the College’s Tenure Review Standards, classroom observations, student interviews, and review of student evaluations (IEQ) and/or alumni surveys. Names of students consulted are made known to the tenure candidate upon request, but the students’ responses are held in confidence from the candidate. The Division Chair is responsible for this letter and its timely submission, due five (5) class days after the deadline established above for the candidate’s materials. The Division Chair informs the tenure team of the recommendation when it is forwarded to the Academic Vice President and Dean of the Faculty by delivering a copy of the letter to each member of the candidate’s tenure team. If any tenure team member disagrees, he or she is free to submit a contrary view, in writing and due to the Academic Vice President and Dean of the Faculty within five (5) class days of the deadline for the Division Chair’s letter, addressing the stated criteria for tenure. These written submissions, if any, from any tenure team members are intended to be arguments developed from experience with the candidate. The candidate’s file is not available to members of the candidate’s tenure team in preparing such a letter. If the candidate wishes, the candidate has ten (10) class days from deadline established for letters from tenure team members to write a letter of reply to the Division Chair’s letter and to any letter added to the file from a member of the candidate’s tenure team. The candidate’s letter of reply will be added to the Tenure Review File. After this ten (10) class day period no new materials may be added to the Tenure Review File. The Academic Vice President and Dean of the Faculty shall send a letter to the candidate and the Chair of the Faculty Status Council confirming that the Tenure Review File has been closed. This date of closure is thirty (30) class days from the submission deadline established for the Tenure Review File materials described in Part ONE, above.
Faculty Status Council Review:

When the Tenure Review File has been closed, the Academic Vice President and Dean of the Faculty shall make it available to the members of the Faculty Status Council. Once the Council members have had an opportunity to review the file, the Council meets in private session. No persons other than Council members shall be present and no recording or transcript of the Council’s deliberations shall be made. Members of the Council are free to comment only on material in the Tenure Review File.

At the conclusion of these deliberations, each member of the Council (including the Academic Vice President and Dean of the Faculty) states his or her evaluation of the materials relative to the tenure criteria as described, ordered and published in the Faculty Manual, and concludes with a vote to recommend or not to recommend tenure. The voting body includes the Academic Vice President and Dean of the Faculty, for a total voting group of eight persons (seven in 2011-2012). A recommendation to recommend for tenure requires an affirmative vote from at least six (five in 2011-2012) of the voting group of eight (seven in 2011-2012). In addition, the entire Council provides to the President a formal, oral report of its reasoning about a case, with no further discussion to occur except questions of clarification about the oral report itself.

The recommendation of the Council shall be reduced to writing, signed by the Chair of the Faculty Status Council, and in the case of a positive recommendation, be forwarded to the President and the candidate by the Chair of the Council. A negative recommendation is at first forwarded only to the candidate to allow time for any potential requests for a letter of explanation from the Academic Vice President and Dean of the Faculty, for reconsideration by the Faculty Status Council, or appeal to the Faculty Appeals Committee. The negative recommendation goes to the President once any request for reconsideration or appeal is concluded. The recommendation report shall indicate that tenure is or is not recommended, and include vote count, but not indicate how individual Council members voted. In addition, the entire Council provides to the President a formal, oral report of its reasoning about a case, with no further discussion to occur except questions of clarification about the oral report itself.

In the event that the candidate disagrees with a negative recommendation of the Faculty Status Council, the candidate may proceed with a request for reconsideration to the Faculty Status Council or an appeal to the Faculty Appeals Committee based upon the Reconsideration Procedures or the Appeal Procedures contained in the Faculty Manual.

Consideration of a Positive Recommendation from the Faculty Status Council to the President

The Chair of the Faculty Status Council forwards a positive recommendation for the granting of tenure to the President together with the candidate’s Tenure Review File within five (5) class days after the decision by the Faculty Status Council. The President then has thirty (30) class days from the date of receipt of the recommendation to accept or reject the recommendation of the Faculty Status Council regarding a candidate’s tenure application. In the course of that thirty (30) days the President has the prerogative to ask the Faculty Status Council to complete a reconsideration of its recommendation in the case. The President’s review of the candidate’s application for tenure is limited to a consideration of the Council’s recommendation and the Tenure Review File. No additional materials or information shall be considered. In addition, the entire Council provides to the President a formal, oral report of its
reasoning about a case, with no further discussion to occur except questions of clarification about the
oral report itself.

If the President endorses the Faculty Status Council’s positive recommendation for tenure, the
recommendation is forwarded to the Board of Trustees for action at its next regularly scheduled
meeting. If approved by the Board of Trustees, a candidate’s tenure becomes effective at the
beginning of the following academic year. The Academic Vice President and Dean of the Faculty will
notify the candidate within five (5) class days of the Board’s action.

If the President disagrees with the positive recommendation of the Council, the President may decide
not to forward the recommendation to the Board of Trustees. Such a decision ends the tenure review
process and results in the candidate’s separation from employment at the end of the candidate’s
existing contract. In such an event, the President will notify the candidate, the chair of the Faculty
Status Council, and the Academic Vice President and Dean of the Faculty in writing before March 31
of the academic year in which the tenure review has been scheduled and in any case one year before
the end of the candidate’s existing contract.

Consideration of a Negative Recommendation from the Faculty Status Council to the
President

If a candidate for tenure is not being recommended to the President by the Faculty Status Council, the
Chair of the Council advises the candidate in writing within five (5) class days of the Faculty Status
Council’s date of decision, always before February 28 of the academic year in which the tenure review
has been scheduled, and in any case one year before the expiration of the candidate’s existing contract.
Once the candidate has received the letter from the Chair of the Faculty Status Council, the candidate
has five (5) class days to request a letter of explanation from the Academic Vice President and Dean of
the Faculty. The Academic Vice President and Dean of the Faculty has five (5) class days to respond to
the candidate’s request. Upon receipt of the Academic Vice President and Dean of the Faculty’s letter
of explanation, the candidate has a fifteen (15) class day period in which to request reconsideration of a
negative recommendation on substantive grounds to the Faculty Status Council, or to make formal
appeal on procedural grounds to the Faculty Appeals Committee. If no request for reconsideration or
formal appeal is made, then the negative recommendation is forwarded to the President together with
the candidate’s Tenure Review File by the Chair of the Faculty Status Council. If a request for
reconsideration or formal appeal is made, no recommendation will be forwarded to the President until
after the conclusion of the appeal process.

The President shall have thirty (30) class days from the date of receipt of the recommendation of the
Faculty Status Council (following the disposition of any intervening request for reconsideration by the
Faculty Status Council or appeal by the candidate before the Faculty Appeals Committee and any
subsequent review of the tenure application by the Faculty Status Council) in which to accept or reject
the Council recommendation regarding a candidate’s tenure application. In the course of those thirty
(30) days the President has the prerogative to ask the Faculty Status Council to complete a
reconsideration of its recommendation in the case. The President’s review of the candidate’s
application for tenure is limited to a consideration of the Council’s recommendation and the Tenure
Review File. No additional materials or information shall be considered. In addition, the entire
Council provides to the President a formal, oral report of its reasoning about a case, with no further
discussion to occur except questions of clarification about the oral report itself. The President may accept or reject the Council’s negative recommendation.

A decision by the President not to recommend tenure ends the tenure review process and results in the candidate’s separation from employment at the end of the candidate’s existing contract period. In such an event, the President will notify the candidate, the Chair of the Faculty Status Council, and the Academic Vice President and Dean of the Faculty in writing before March 31 of the academic year in which the tenure review has been scheduled and in any case one year before the end of the candidate’s existing contract. If the President disagrees with the Council’s recommendation, the President may elect to recommend tenure. If so, the candidate and the Faculty Status Council are advised, in writing, of the President’s decision to recommend tenure and the tenure recommendation is forwarded to the Board of Trustees and acted upon as provided above.

**Procedure for Reconsideration of the Faculty Status Council Tenure Recommendation**

*(The following procedures also govern reconsideration of a promotion recommendation.)*

If a faculty member wishes to request reconsideration of a negative tenure recommendation on substantive grounds, the procedure shall be as follows:

Upon receipt of the letter from the Chair of the Faculty Status Council advising the tenure candidate of a negative tenure recommendation, the candidate has five (5) class days to request a letter of explanation from the Academic Vice President and Dean of the Faculty. The Academic Vice President and Dean of the Faculty has five (5) class days to respond to the candidate’s request. Upon receipt of the Academic Vice President and Dean of the Faculty’s letter of explanation, the candidate has a fifteen (15) class day period in which to request reconsideration of a negative recommendation on substantive grounds to the Faculty Status Council, or to make formal appeal on procedural grounds to the Faculty Appeals Committee. A request for reconsideration must be considered and completed before any formal appeal on procedural grounds to the Faculty Appeals Committee may begin.

The request is to be directed to the Chairperson of the Faculty Status Council, with copies to the Academic Vice President and Dean of the Faculty. The request must be made prior to any subsequent appeal to the Faculty Appeals Committee. This request must specify clearly the basis of the reconsideration request. Reconsideration must be based only on substantive grounds:

- That the recommendation resulted from the misinterpretation or improper assessment of the Tenure Review File.

In such a reconsideration, the candidate bears the burden of proving the existence of the stated ground for reconsideration by clear and convincing evidence. The candidate must state his or her case in writing and this statement from the candidate becomes part of the Tenure Review File for consideration by the Faculty Status Council and for possible future use by the Faculty Appeals Committee and the President.

The consideration of the request for reconsideration must be held within fifteen (15) class days after the Council receives the request. Procedures to be followed during reconsideration are printed immediately below:
Reconsideration Procedures Used by the Faculty Status Council

The Faculty Status Council uses these procedures when dealing with a request for reconsideration of a negative tenure recommendation. Individual faculty members who are candidates for tenure initiate requests for reconsideration in writing after receiving a negative tenure recommendation. These procedures and the related policies have been developed and adopted by Berea College. The College is bound only by its own procedures and policies, not by the policy statements of any external organization. These procedures are intended to insure fair process; the reconsideration is not expected to follow formal rules of a court of law.

1. The Chairperson of the Council will schedule and make all arrangements for the meeting of the Council.

2. Before the FSC begins consideration of the candidate’s request for reconsideration, the candidate is responsible for insuring that the points at issue are clearly defined in writing.

3. No documents or other evidence may be submitted that were not previously presented to the Faculty Status Council for its consideration in making its tenure recommendation to the President, except (i) the candidate’s request letter containing the candidate’s written arguments, and (ii) the letter of explanation to the candidate from the Academic Vice President and Dean of the Faculty (if such a letter was requested). Only arguments pertinent to grounds for a request for reconsideration may be used.

4. The entire record on reconsideration shall be in the hands of the Council Chair at least seventy-two (72) hours before the reconsideration begins. The Chair will distribute all such materials to all Council members at least forty-eight (48) hours before the start of the reconsideration by the Council.

5. The reconsideration process is confidential and private. No persons other than the Council members shall be present and no recording or transcript of the Council’s deliberations shall be made. Members of the Council are free to comment only on material in the Tenure Review File, which includes the candidate’s request for reconsideration and the Academic Vice President and Dean of the Faculty’s letter of explanation to the candidate.

6. At the conclusion of the reconsideration, each member of the Council (including the Academic Vice President and Dean of the Faculty) states his or her evaluation of the materials in the reconsideration request and using the tenure criteria as described, ordered, and published in the Faculty Manual, votes to recommend or not to recommend tenure. The voting body includes the Academic Vice President and Dean of the Faculty, for a total voting group of eight persons. Six of eight (five of seven in 2011-2012) votes are required for a positive recommendation for tenure.

Within five (5) class days of the decision, the written reconsidered recommendation of the Council, signed by the Chair, shall be forwarded to the candidate. If the Council has concluded in the process of reconsideration to recommend tenure, then the written notification sent to the candidate shall also be sent to the President. The recommendation report shall indicate that tenure is or is not recommended, following the request for reconsideration by the candidate. The report will include a vote count but not indicate how individual members voted. In addition, the entire Council provides to the President a formal, oral report of its reasoning about a case, with no further discussion to occur except questions of clarification about the oral report itself.
If, following the reconsideration process of the Faculty Status Council, the negative tenure recommendation is affirmed, then the candidate may proceed with an appeal on procedural grounds to the Faculty Appeals Committee based upon the procedures described below.

In arriving at a decision to recommend tenure or not, the President weighs the recommendation from the Faculty Status Council, and reviews the entire Tenure Review File. The President’s decision is conveyed in writing to the candidate, with copies to the Chairperson of the Faculty Appeals Committee (if an Appeal was requested), the Academic Vice President and Dean of the Faculty, and the Chair of the Faculty Status Council, and the Division Chair. The decision must be made within thirty (30) class days following receipt of the final recommendation from the Chair of the Faculty Status Council, and be sent to the candidate at least one year before the end of the candidate’s existing contract.

**Procedure for Appeal of Faculty Status Council Tenure Recommendation**

If a faculty member wishes to appeal a recommendation from the Faculty Status Council regarding promotion or tenure, the appeal shall follow the procedure described below.

A request for a formal appeal must be made in writing within fifteen (15) class days of the date of the written notice that tenure has not been recommended to the President by the Faculty Status Council. If a request for reconsideration has been made to the Faculty Status Council, the fifteen (15) class day period does not begin until that request process has been concluded and the candidate has been notified of its outcome. The request is to be directed to the Chairperson of the Faculty Appeals Committee, with copies to the Chair of the Faculty Status Council, and the Academic Vice President and Dean of the Faculty. This request must specify clearly the basis of the appeal. An appeal may be based on any of the following grounds, and only on these procedural grounds:

**Four Procedural Grounds for Appeal**

1. That the procedures specified in the *Berea College Faculty Manual* were not followed.
2. That the recommendation or decision resulted from incomplete or inaccurate information.
3. That the terms of appointment have not been observed, or the provisions of a tenured appointment have been modified without the individual’s consent.
4. That academic freedom, as defined in the *Faculty Manual*, has been violated.

In such an appeal, the candidate bears the burden of proving the existence of one (1) of the four (4) stated grounds for appeal by clear and convincing evidence. The candidate must state his or her case in writing using one (1) or more of the above four (4) criteria and copying the Faculty Appeals Committee, the Faculty Status Council, and the President. This statement from the candidate becomes part of the Tenure Review File for consideration by the Faculty Appeals Committee and for possible future use by the Faculty Status Council and the President.

The consideration of the appeal must be held within fifteen (15) class days after the Committee receives the petition. Procedures to be followed during appeal are printed immediately below:
The Faculty Appeals Committee uses these procedures when dealing with appeals of tenure recommendations from the Faculty Status Council to the President. Appeals are initiated in writing by individual faculty members who are candidates for tenure. These procedures and the related policies have been developed and adopted by Berea College. The College is bound only by its own procedures and policies, not by the policy statements of any external organization. These procedures are intended to insure fair process; the appeal is not expected to follow formal rules of a court of law.

1. The Chairperson of the Committee will schedule and make all arrangements for the meeting of the Committee.

2. Before the FAC begins consideration of the candidate’s appeal, the candidate is responsible for insuring that the points at issue are clearly defined in writing.

3. No documents or other evidence may be submitted that were not previously presented to the Faculty Status Council for its consideration in making its tenure recommendation to the President, except the candidate’s appeal letter and documents germane to the grounds of the appeal. The record on the appeal before the Committee shall consist of: (i) the complete Tenure Review File, (ii) the recommendation of the Faculty Status Council, and (iii) the written arguments of the candidate. Only arguments pertinent to one or more of the four (4) Grounds for Appeal may be used.

4. The entire record on appeal shall be in hands of the Committee Chair at least seventy-two (72) hours before the appeal begins. The Chair will distribute all such materials to all Committee members at least forty-eight (48) hours before the start of the appeal by the Committee.

5. The appeal process is confidential and private. No persons other than the Committee members shall be present and no recording or transcript of the Committee’s deliberations shall be made. Members of the Committee are free to comment only on material in the Tenure Review File, which includes the candidate’s appeal statement.

6. When the Committee has deliberated on the candidate’s letter of appeal in conjunction with the candidate’s Tenure Review File, it shall render a decision whether or not procedural violation has occurred.

Within five (5) class days of the end of the appeal, the Committee shall report its findings and recommendations in writing to the Faculty Status Council. Copies of the report are sent to the appellant, the Academic Vice President and Dean of the Faculty, the Division Chair, and the Chair of the Faculty Status Council. The Faculty Appeals Committee is not empowered to overrule the Faculty Status Council’s decision to recommend or not recommend tenure. The Committee may find only that one or more of the four (4) Grounds for Appeal is/are confirmed or not confirmed. If one (1) of these Grounds is confirmed, the Committee’s conclusion mandates another, final content review by the Faculty Status Council. The final review by Faculty Status Council is of the original Tenure Review File, the candidate’s appeal letter previously considered by the Faculty Appeals Committee, and the finding letter sent to the Faculty Status Council from the Faculty Appeals Committee. The Faculty Status Council has ten (10) class days to conclude its final review. By the end of the period, the Chair of the Council must forward the Council’s recommendation to the President. There is no further review or appeal before the Faculty Appeals Committee. The authority to accept or reject any tenure
recommendation from the Faculty Status Council rests only with the President of the College and the Board of Trustees.

In arriving at a decision to recommend tenure or not, the President weighs the recommendation from the Faculty Status Council, and reviews the entire Tenure Review File. The President’s decision is conveyed in writing to the candidate, with copies to the Chairperson of the Faculty Appeals Committee, the Academic Vice President and Dean of the Faculty, the Chair of the Faculty Status Council, and the Division Chair. The decision must be made within thirty (30) class days following receipt of the final recommendation from the Chair of the Faculty Status Council, and be sent to the candidate at least one year before the end of the candidate’s existing contract.

Requests for Information When the Tenure or Promotion Process Has Been Concluded

At the end of the tenure or promotion process, candidates are welcome to request a meeting with the Academic Vice President and Dean of the Faculty in order to have a conversation about the quality of their work.

Retention of Records

For candidates granted tenure, the following Tenure Review File materials will be placed in the personnel file maintained by the Office of the Academic Vice President and Dean of the Faculty following the conclusion of the tenure review: all materials collected by the Academic Vice President and Dean of the Faculty’s Office, including but not limited to, instructor evaluation data (IEQ); alumni surveys; review letters by the Division Chair, Dean of Curriculum and Student Learning; copies of representative materials submitted by the candidate, including the statement and curriculum vita; all correspondence regarding the review; and all appeals materials. Personnel files for faculty no longer employed are archived.

For candidates not granted tenure, the Office of the Academic Vice President and Dean of the Faculty will hold all Tenure Review File materials (including the portfolio of materials submitted by the candidate) for 7 years. The candidate may request and have copies of any of the material assembled at any time during this period. The candidate’s portfolio will be returned to the candidate at the end of the 7-year period if the candidate supplies the Office of the Academic Vice President and Dean of the Faculty with a forwarding address. If the candidate’s forwarding address is unknown, the portfolio will be destroyed. All other materials in the Tenure Review File will be retained in the personnel file. Personnel files for faculty no longer employed are archived.
If President concurs, recommendation made to Board.* Positive action by Board results in tenure. If President does not concur, institutional consideration ends.

Positive Recommendation  

Negative Recommendation

Individual chooses not to pursue issue.

Individual places a request for reconsideration before Faculty Status Council regarding permitted substantive questions.

Faculty Status Council conducts reconsideration, informs candidate.

If no reconsideration is appropriate but an appeal on procedural grounds is sought, then individual places an appeal before the Faculty Appeals Committee.

Committee conducts appeal, forwards recommendation to Faculty Status Council.

Faculty Status Council weighs Committee recommendation, concludes, informs appellant of the conclusion.

Positive Recommendation  

Negative Recommendation

If President concurs, recommendation made to Board.* Positive action by Board results in tenure. If President does not concur, institutional consideration ends.

If President sustains negative recommendation, institutional consideration ends.*

Candidates may choose to meet with the Academic Vice President and Dean of the Faculty to have a conversation about the quality of their work.

*The President has the prerogative to ask the Faculty Status Council to reconsider a positive or negative recommendation, and the President may accept or reject a positive recommendation.

**Reconsideration and/or appeal begin(s) here.
Tenure Review Schedule Outline

This outline is a summary and is not meant to substitute for the Procedure text itself, or to be used alone without reference to the Procedure text.

One: File assembly

- A letter providing information, deadlines, and file closing date is sent to candidates and all persons providing materials by the start of the term in which the tenure review will occur.

- Thirty days prior to file closing, the Academic Vice President and Dean of the Faculty’s Office collects:
  - Letter from the Dean of Curriculum and Student Learning on teaching in the General Education program
  - Letter from the Dean of Curriculum and Student Learning on advising
  - Summary analyses from IEQs from Office of Institutional Research and Assessment
  - Other documents collected by the Academic Vice President and Dean of the Faculty or the Academic Vice President and Dean of the Faculty’s designate: summaries of interviews with students; data from graduates; probationary review letter and any related correspondence.

- Twenty days prior to file closing, the candidate submits a portfolio.

- Fifteen days prior to file closing, an evaluative letter from Division Chair (former Department Chairperson in 2011-2012) is due.

- Optional letters from other tenure team members in response to Division Chair’s (former Department Chairperson in 2011-2012) letter are due ten days before the file closes.

- Optional letter from the candidate in response to Division Chair’s (former Department Chairperson in 2011-2012) letter and/or letters from other tenure team members is due by closing date.

Two: Faculty Status Council (FSC) review

- FSC reviews files and determines recommendations.

Three: Positive FSC recommendation (skip to Five below if recommendation is negative)

- Recommendation and complete tenure file is sent to President by Chair of the FSC within five days of completed review.

Four: President’s review of positive FSC recommendation

- The President has thirty days to act upon FSC recommendation, and has the prerogative to ask FSC to reconsider its positive recommendation.

- Positive endorsement by President of FSC recommendation is sent to Board of Trustees for action at the next regularly scheduled meeting, and five days following the Board’s action the Academic Vice President and Dean of the Faculty notifies candidate.
• If the President overrules the FSC, the President informs the candidate of the negative decision within the thirty-day period and prior to March 31 of the academic year in which the tenure review has been scheduled. There is no appeal.

Five: Negative FSC recommendation
• Chair of FSC notifies candidate (must be prior to February 28 of academic year in which review has been scheduled and within five days of completed review).

• Candidate has five days to request letter of explanation from the Academic Vice President and Dean of the Faculty.

• Academic Vice President and Dean of the Faculty has five days to provide letter of explanation to the candidate.

• Candidate has fifteen days to request reconsideration by FSC or formal appeal from Faculty Appeals Committee (FAC).

• If neither a request for reconsideration is sent, nor a formal appeal is made, then negative recommendation and complete tenure file is sent to President by Chair of the FSC (See Seven below). If a request for reconsideration is sent to the FSC chair, or formal petition of appeal is sent to FAC chair, then recommendation is not forwarded to the President.

• Within fifteen days of a request for reconsideration, the FSC must consider the request and come to a decision and report it to the candidate and, if positive recommendation, to the President.

Six: Negative FSC reconsideration and FAC appeal
• Candidate has fifteen days to request formal appeal by the FAC.

• If no appeal is made, then negative recommendation and complete tenure file is sent to President by FSC chair. (See Seven below.) If an appeal is made, the FAC must consider the appeal and come to a decision within fifteen days.

• Within five days of its decision, the Committee must report its findings to the FSC.

• Within ten days of FAC’s report, the FSC must conduct a final review, send a recommendation and the complete tenure file to the President, and report the recommendation to the candidate.

Seven: President’s review of negative FSC recommendation
• The President has thirty days to act upon FSC recommendation, and has the prerogative to ask FSC to reconsider its negative recommendation.

• If the President confirms an FSC recommendation not to grant tenure, the President informs the candidate of the decision within the thirty-day period and prior to March 31 of the academic year in which the tenure review has been scheduled. There is no appeal.
If the President disagrees with the FSC, then the President notifies the candidate and FSC and the President’s recommendation for tenure is sent to the Board of Trustees for action at the next regularly scheduled meeting, and five days following the Board’s action the Academic Vice President and Dean of the Faculty notifies candidate.

Program-Specific Information on Appointment, Evaluation, Promotion, and Tenure

Appointment, Promotion or Tenure for Nursing Faculty

Degree requirements for eligibility for hiring, tenure and promotion for Nursing faculty are either:
- the Master of Science in Nursing (MSN) with advanced practice nursing licensure or professional certification which signifies excellence in the practice of professional nursing;
- a doctoral degree from an accredited graduate program in nursing or related field.

In addition, for tenure Nursing faculty must meet the criteria for tenure as outlined on under Consideration for Tenure. Ongoing scholarship is expected of nurses as defined in this manual and as clarified by the American Association of Colleges of Nursing’s statement of March 15, 1999, entitled “Defining Scholarship for the Discipline of Nursing.”

Definition of Scholarship in Nursing: Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated and 5) [is] …peer-reviewed…

This policy statement has been developed to provide for high quality instruction from a diversely prepared faculty; to reflect the curricular demands of the nursing program; and to assure appropriate and flexible responses by Berea College to the staffing realities of the national nursing faculty community. The policy became effective on June 15, 1999.

Tenure and Promotion for Business Faculty

For faculty in business, the suitable master’s degree, appropriate professional certification, and one additional year of graduate study are required for tenure and promotion to the Associate Professor rank.

Criteria and Procedures for Evaluation and Promotion of Librarians

Each member of the professional library staff is expected to understand and support the College’s unique mission embodied in the Great Commitments. He or she must be able to serve the purposes of the library and the related needs of the College, and to contribute to a collegial atmosphere. Beyond these fundamental considerations, evaluation and promotion are based on the following criteria, arranged in order of importance.
1. Excellence in performance of all assigned responsibilities as a librarian, including (a) appropriate support of library programs in bibliographic instruction, reference service, collection review and development, and special collection development, and (b) management of library operations as required.

2. Continuing professional growth demonstrated through (a) participation in professional organizations and (b) research in a field of academic interest or accomplishment of special projects requiring substantive creativity or knowledge of current developments in library/information science or archives management.

3. Mentoring Students. Berea College faculty are expected to support students through informed and effective academic advising and, as appropriate and possible, through other means such as labor supervision, informal consultation, and support of student activities and organizations.

   Evidence may include responses from advisees, information about supervision of labor students, participation in residence life programs, advising student clubs, leading student travel, helping students pursue career and graduate school opportunities, sponsoring internships and independent studies, and arranging for special opportunities.

4. Service. Berea College faculty are expected to contribute constructively to governing and serving the College at the departmental, divisional and College level.

   Evidence may include engagement in meetings, discussions and decisions; willingness to serve on committees; involvement in program review and revision; participation in activities that enhance campus curricula; contributions to the mission of the College and its programs; and service to professional and community organizations.

The Promotion Procedures apply to the professional library staff as they do to other members of the College Faculty. The printed information in the individual’s file reviewed by the Faculty Status Council is somewhat different, however. It includes, but need not be limited to, the following:

1. A letter of recommendation from the Director of Library Services, describing the individual’s performance and contributions as a librarian, scholar, and member of the College community. The letter is based in part on consultation with senior members of the library staff and members of academic divisions for which the staff member serves as library liaison. Supporting the letter are written statements summarizing the individual’s annual performance reviews since the last promotion.

2. From the Dean of Curriculum and Student Learning, a letter commenting on the faculty member’s effectiveness as an advisor to students.

3. If the faculty member has recently taught one or more courses, an evaluative letter from the relevant Division Chair or the Dean of Curriculum and Student Learning, whomever is appropriate, if that person is in a position to write such a letter. If a course has been taught at least biennially, student course evaluations are considered.

4. Material submitted by the faculty member. An essential element is a reflective statement on the individual’s professional responsibilities and plans for continuing growth. The statement is supplemented by a description of professional activities,
participation in College governance, supervision of student labor, other forms of College service, and service to the wider community. Other information, including copies of completed manuscripts or similar materials, is included at the individual’s discretion.

5. Any other significant documents or information available to the Academic Vice President and Dean of the Faculty.

**Tenure at Appointment**

Tenure-at-appointment may be granted to senior academic administrators: the President, and the Academic Vice President and Dean of the Faculty. The Search Committee, constituted in response to a senior administrative opening, will advise candidates early in the search process of the possibility and procedures for tenure-at-appointment.

Once the candidates to be interviewed have been selected, the Search Committee will direct any requests for tenure review to the relevant division and to the Faculty Status Council (FSC). A Divisional Review Committee (DRC), consisting of appropriate tenured members, will then prepare to write an evaluation and tenure recommendation based on: the five criteria for tenure listed above; documents provided by the Search Committee (letters of recommendation, student evaluations from previous teaching appointments, records of publications and professional activities, etc.); a DRC interview with the candidate; feedback from an interview arranged by the DRC with a group of divisional students; and a talk given to a group of students and faculty. The Search Committee will convey clearly to each candidate that the talk should be directed toward students and designed to convey to students and faculty alike a sense of how the candidate would relate to students as an instructor. If a tenure review is to occur, the DRC will forward a written evaluation and tenure recommendation to the FSC. Members of the FSC—informed by an interview with the candidate, the candidate’s student talk, the DRC written evaluation and recommendation as well as the documents provided by the Search Committee—will then complete the usual tenure review process as described above in the section entitled “Consideration for Tenure.”

Both the DRC and the FSC will implement these procedures with sensitivity to the time constraints under which the Search Committee and the candidates must operate. If sufficient documentation is not available at any stage of the process, the DRC and/or FSC will work through the Search Committee to obtain additional information. A tenure review will occur only when the Search Committee indicates that a candidate seeking tenure is likely to be offered the position.

**Post-Tenure Review**

Two years before eligibility for sabbatical, tenured members of the faculty engage in a process with three components: (1) intentional reflection on past work and planning for the future, which concludes with a written statement; (2) peer review by three colleagues that culminates in a report from each that is sent to the faculty member and the Academic Vice President and Dean of the Faculty; (3) a summary letter from the Academic Vice President and Dean of the Faculty and a meeting with the Academic Vice President and Dean of the Faculty.
The focus of the review is developmental, and it draws upon core values in the profession—self review and peer review. The purpose is to help faculty reflect on their work and to plan for continuing professional development as thoughtfully as possible, and to do so with the discipline that a periodic assessment provides. The review also confirms to all—faculty, students, and all stakeholders—that the faculty take seriously their charge to perform consistently at the highest level possible.¹

¹This policy, process, core ideals, and language draws, in part, from post-tenure review policies at other schools, including Denison University, Maryville College, and Earlham College.

**Reviews of Full or Part-time Faculty with Continuing Non-Tenure Track Appointments**

Full or part-time faculty who receive continuing non-tenure track appointments are to be reviewed on a regular schedule. The schedule for such reviews will be arranged according to the following guide:

- For faculty teaching a full load (six courses per academic year), a review will be held once every three years; and
- For faculty teaching less than a full load (one to five courses per academic year), a review will be held once every four years.

This review is intended to provide information useful for the individual’s professional growth as well as to Division Chairs, the Academic Vice President and Dean of the Faculty, and the Dean of Curriculum and Student Learning when possible reappointment is considered. A summary of each review will be available to appropriate Division Chairs, Program Coordinators, the Dean of Curriculum and Student Learning, and the Academic Vice President and Dean of the Faculty.

These reviews will be conducted by the appropriate Division Chair (or Dean of Curriculum and Student Learning for those without divisional appointments). The review procedures are shaped by these requirements: (1) the review employs only the first standard used for the Probationary Review process in the case of less than full-load appointments; (2) the review employs only the first and second standards in the case of full-load, continuing non-tenure track appointments; (3) the review does not require participation from the Faculty Status Council, the Academic Vice President and Dean of the Faculty, or the Board of Trustees; (4) the Division Chair’s letter must contain an evaluation based on standard one (and two in the case of full-load appointments) used in probationary reviews, as well as a recommendation to reappoint or not, should such an opportunity arise; and (5) the Division Chair discusses with the individual the conclusions reached in the review. The key points of the discussion are then confirmed by letter to the candidate with a copy submitted to the Academic Vice President and Dean of the Faculty for inclusion in the reviewed individual’s personnel file.

Each Division Chair, and the Dean of Curriculum and Student Learning, should annually review a list of faculty for whom this policy is designed, and schedule reviews as required. The annual list of faculty to be reviewed should be sent to the Academic Vice President and Dean of the Faculty for information in the Fall Term of every academic year.
A faculty member who has a grievance on a matter *other than promotion or tenure* follows the procedure below. The first step always is to pursue the matter at the first level at which it can be resolved. The procedure stops at the point where (a) the issue is resolved to the individual’s satisfaction, (b) the individual decides not to pursue the matter further, ever if no fully satisfied, or (c) the issue is settled by decision of the President.
Professional Competence and Dismissal for Cause

The professional performance of the faculty is the foundation of the College’s quality, and extensive efforts are made to sustain that performance on the highest possible level. Recognizing, however, that a situation could arise in which an individual’s competence or effectiveness might be called into question, the College has developed policies and procedures for dealing with such matters. The College is bound only by its policies and procedures, not by the policy statements of any external organization.

Maintaining high standards of professional performance throughout the faculty is an important responsibility of the faculty as a whole. In meeting that responsibility, individual faculty members may find it necessary in rare instances to raise the question of a colleague’s competence and effectiveness. Such a concern should be expressed to the colleague’s Division Chair, or to the Academic Vice President and Dean of the Faculty. Either of those individuals, or the President, may also initiate such a question.

The following are considered adequate cause for dismissal of tenured faculty, or of faculty under term appointment before the appointment expires:

1. Demonstrated incompetence or dishonesty in teaching or research.
2. Substantial, persistent and demonstrated neglect of professional responsibilities or failure to observe the terms of appointment to the faculty.
3. Personal conduct which demonstrably hinders fulfillment of professional responsibilities.
4. Infirmities serious enough to qualify for total disability payments under the College’s disability plan and/or social security.

Once the question of competence or effectiveness has arisen, the Division Chair, the Academic Vice President and Dean of the Faculty, and the faculty member shall discuss the matter in a personal conference. At this point the matter may be terminated by mutual consent. If the matter is not terminated, the Academic Vice President and Dean of the Faculty shall present it to the Faculty Status Council and seek the advice of the members about the initiation of formal proceedings. If the Council recommends that such proceedings be begun, the members shall join with the Academic Vice President and Dean of the Faculty in formulating a statement specifying with reasonable particularity the grounds proposed for dismissal.

If the Council advises against such proceedings, the members may suggest other possibilities for resolving the matter. After considering such advice and suggestions, the Academic Vice President and Dean of the Faculty may still conclude that formal proceedings should be begun. If the Academic Vice President and Dean of the Faculty goes forward in the absence of Council support, he or she alone shall formulate the statement of the grounds for dismissal.

Formal proceedings commence with a letter from the President to the faculty member. The letter shall inform the faculty member that proceedings have been initiated on the grounds specified in the statement, and that, if he or she requests, a hearing on the charges shall be conducted by the Faculty Appeals Committee. The letter shall also call the faculty member’s attention to the procedures to be followed in such a hearing, as outlined in this document.
Within five class days of receiving the President’s letter, the faculty member shall respond in writing, stating whether a hearing is desired. If no hearing be requested, the President shall then decide whether the faculty member should be dismissed. If the faculty member does request a hearing, the Faculty Appeals Committee shall move quickly to set a time and place, and inform the individual and the Academic Vice President and Dean of the Faculty accordingly. The hearing shall be scheduled to allow the faculty member at least fifteen class days, from the day of notification of the hearing date to the date itself, to prepare a defense.

The hearing shall be conducted in accordance with the procedures outlined in Appendix B, found at the end of this publication. In such a hearing the burden of proof rests with those who contend that dismissal is justified.

Within fifteen class days of the conclusion of the hearing, the Faculty Appeals Committee shall report its findings and recommendations to the President in writing. The Committee’s report shall address directly and explicitly each of the grounds specified in the statement against the faculty member. The President shall then make a decision, informing the faculty member of the disposition of the case. The Academic Vice President and Dean of the Faculty, the Faculty Appeals Committee chairperson, and the Division Chair shall be informed as well.

The President shall also inform the Executive Committee of the Board of Trustees of the decision. That decision is final, unless the faculty member asks that the Executive Committee review the case. Such a request must be made within ten class days of receipt of notification from the President. Beyond the Executive Committee of the Board, there is no further institutional recourse.

Any public announcement about the decision shall be issued by the President. Members of the Faculty Appeals Committee and other persons involved in the hearing shall maintain confidentiality and refrain from public comment. During the proceedings the faculty member shall be suspended only if his or her continuance threatens immediate danger to persons or property. Unless legal considerations forbid, such suspension shall be with pay.

Steps to be followed when a faculty member’s competence or effectiveness is questioned are illustrated on the following page.
QUESTIONS OF DISMISSAL FOR CAUSE: STEPS IN PROCESS

Academic Vice President and Dean of the Faculty initiates conference with individual and Division Chair.

Matter terminated by mutual consent.

Academic Vice President and Dean of the Faculty asks Faculty Status Council for advice on whether to begin formal proceedings aimed at dismissal for cause.

Faculty Status Council advises initiation of formal proceedings, joins in formulating statement of grounds.

Academic Vice President and Dean of the Faculty initiates proceedings. Formulates statement of grounds.

Academic Vice President and Dean of the Faculty does not initiate proceedings.

President advises individual of proceedings, and right to request hearing by Faculty Appeals Committee.

Individual requests hearing.

Individual chooses not to request hearing.

Faculty Appeals Committee holds hearing. Forwards recommendation to President.

President decides whether dismissal is appropriate.

President decides. Informs individual, Academic Vice President and Dean of the Faculty, Faculty Appeals Committee Chair, Division Chair, and Board Executive Committee.

STOP (Unless individual requests Board review.)
Termination of Service

Resignation

Notice of intention to resign from the faculty should take the form of a letter to the President of the College. For resignation effective at the end of an academic year, notice is expected not later than March 1. If the resignation is to become effective before the end of the academic year, at least three months notice is required. In the event these notification requirements pose difficulty for the faculty member, the administration will consider waiving them if necessary to meet the individual’s needs. If the requirements cannot be waived without undue disruption of the College’s program, and the faculty member insists on terminating service early, such action will be considered a breach of contract.

Retirement

There is no mandatory retirement age at Berea College.

Upon the request of the faculty member, the opportunity is available to reduce gradually one’s teaching and related responsibilities as one approaches retirement. Such arrangements, which involve salary reduction, take into account individual wishes and institutional needs. Since these circumstances may vary from one person or program to another, arrangements are negotiated on an individual basis.

Tenure ends when a faculty member either (a) retires completely or (b) elects to take partial retirement with responsibilities that are one-half or less of a normal teaching load.

In order to be considered a retiree, when leaving the College the employee must be 55 years of age or older, have completed at least ten years of service to the College, and have no plans for employment elsewhere.

Faculty who retire from the College with at least ten years of service are granted emeritus or emerita status at the time of retirement.

Separation Due to Institutional Circumstances

Separation of a faculty member, whether on tenure or term contract, is also possible as a result of the following circumstances:

- Demonstrated severe financial exigencies of the College.
- Significant reduction or discontinuation of the academic program in which the faculty member does most of his or her teaching.

Such circumstances are different from the conditions specified for dismissal for cause and, unlike the latter, do not reflect adversely on the individual’s performance. Consequently the considerations and procedures applicable to dismissal for cause do not apply.

Termination due to either of these circumstances is to be demonstrably bona fide, and to be undertaken only after every reasonable effort has been made to deal with the matter in other ways, including placement of the teacher in another suitable position within the College. If the appointment of a tenured teacher is terminated for either of these reasons, the vacated position is not to be filled for at least two years, unless the previous incumbent has been offered reappointment and declined.
Procedures for Recruiting Faculty

Before reviewing the procedures which govern the recruitment and selection of full-time members of the faculty, it is important to recall with all of the persons who will be engaged in all or some part of the process that the interview materials, the private discussions about the merits of all or any candidates, and the conclusions of a search process (beyond the simple facts that a search is completed or cancelled) are strictly confidential. In no circumstance should candidates who were part of a short list, or who visited the campus as applicants, be informed or counseled about the merits or problems with their candidacies.

The procedures outlined below are intended to provide guidance for the recruitment and selection of full-time members of the faculty.* Such procedures have generally proved serviceable in the past, but improvement or refinement is still possible. Any suggestions that might increase the likelihood of finding and securing the best possible candidates for the College are welcome.

1. The Division Chair notifies the Academic Vice President and Dean of the Faculty of any impending vacancy as soon as it becomes evident. After discussion with the Academic Vice President and Dean of the Faculty, the Division Chair writes a position request and a “position announcement.” The request and position announcement are reviewed by the Division Council in light of other requests from all divisions. A Division Chair will need to plan for sufficient time for this review to occur. No reviews can occur from June through August. The position announcement serves as the basis for advertising the vacancy. All full-time vacancies are advertised.

2. Unless otherwise established in consultation with the Academic Vice President and Dean of the Faculty, the Division Chair or Program Coordinator will chair the search committee and take the initiative in seeking candidates. Both the Division Chair and Program Coordinator will serve on the search committee, generally with one of them serving as the chair. The search committee will normally consist of three to five faculty, including at least one faculty member from outside the division. In addition, the same two to three students should be involved in the on-campus interviews of all candidates for a particular position. The President and the Academic Vice President and Dean of the Faculty are ex officio members of all search committees. As the search proceeds, the chair of the search committee should keep the Academic Vice President and Dean of the Faculty apprised of important developments.

3. It is important that all search committees make a special effort to seek out minority candidates and/or female candidates. Graduate schools with a high proportion of minorities (see list at the end of this section) should be contacted and followed up with personal calls whenever possible. Faculty should develop and use personal contacts and networks to identify prospective minority and/or female candidates. Several current databases listing such candidates may also be consulted in the Academic Vice President and Dean of the Faculty’s Office.

* Since part-time faculty are not recruited nationally, all the procedures listed here do not apply. Such appointments are arranged by the Academic Vice President and Dean of the Faculty in consultation with Division Chairs and Program Coordinators.
4. Accomplishment of Berea’s special goals and compliance with Title VII of the Civil Rights Act make it important that:

a. Prospective candidates be given as complete an understanding as possible concerning the kind of college Berea is. Thus, all candidates invited to campus receive the position announcement, the President’s “Letter to Prospective Candidates,” and selected brochures in their welcome packet.

b. We make clear in all public announcements that Berea recognizes a special responsibility to seek and give full consideration to candidates who are women or members of ethnic and racial minority groups. The statement most commonly used to make this point is “Berea College, in light of its mission in the tradition of impartial love and social equality, welcomes all peoples of the earth to learn and work here.”

c. All individuals who express an interest in a vacancy should be given equal consideration. Thus the same information (e.g. curriculum vitae, application letter, names of references) should be requested from all interested individuals.

d. All files of individuals who express an interest in a vacancy need to be maintained for five years. Such files should be maintained in the division office.

5. All candidates should receive from the search committee chair a prompt acknowledgment of their inquiry. Text which includes at least the following points is recommended:

As Chair of the Search Committee, I am acknowledging receipt of your application materials for [name of the vacant position]. I note that at this time [your application materials are complete] or [that we have not yet received (list missing materials: curriculum vitae, application letter, and/or names of references)]. The deadline for submission of all materials is [indicate date].

Before such acknowledgements are made, the chair of the search committee must be certain that he/she is accurate in determining that an application is complete, or in the case of an incomplete application, that the listing of deficiencies is appropriate. An applicant could be prejudiced by inappropriate advice and later seek to hold the College responsible for such an error.

Following initial screening, those no longer being given active consideration should be so advised by the chair and thanked for applying. This letter of advisement should be cordial but neutral. The following text is recommended:

As Chair of the Search Committee I wish to inform you that your application for the position of [name the position] is no longer under active consideration. I thank you for your interest in Berea College.

Those still under consideration should receive a personal letter or phone call from the chair, affirming Berea’s interest in their candidacy. That contact can also be used to solicit additional information about the candidate and to provide information about the College or the position. It is generally desirable to ask the most promising candidates to respond in writing to the
information about the College. One purpose of such a statement is to demonstrate understanding of Berea’s character and special purpose.

6. According to the timetable established by the chair of the search committee and the Academic Vice President and Dean of the Faculty, the search committee should select the five to eight most favored candidates. The dossiers for each of those selected should be forwarded for examination by the Academic Vice President and Dean of the Faculty. The Academic Vice President and Dean of the Faculty and the chair of the search committee will then discuss the candidates before anyone is invited for an interview. A complete dossier normally consists of curriculum vitae, transcripts, letters of recommendation and all correspondence with the candidate.

7. The invitation to visit the campus will generally be issued by the Academic Vice President and Dean of the Faculty’s Office after consultation with the chair of the search committee. The Academic Vice President and Dean of the Faculty’s Office will inform the chair of the search committee of the date and time of arrival and departure. Candidates will generally be asked to spend one and one-half days on the campus.

a. The Academic Vice President and Dean of the Faculty’s Office will make arrangements for (1) overnight accommodations at Boone Tavern, and (2) interviews with the Academic Vice President and Dean of the Faculty. Generally, we will try to schedule an hour interview with the Academic Vice President and Dean of the Faculty at the beginning of the visit and at the conclusion of the visit.

b. The chair of the search committee should develop an itinerary to be distributed to the candidate and members of the committee. This itinerary should arrange both formal and informal meetings between the candidate and members of the committee. These meetings may be scheduled individually or in groups of two. Committee members should meet with the candidates for about an hour each. Whenever the position includes teaching responsibilities in general education, an interview should also be arranged with the Dean of Curriculum and Student Learning. A copy of the itinerary and candidate’s papers should be forwarded to the Academic Vice President and Dean of the Faculty prior to the visit.

In preparing the itinerary, please keep in mind that campus visits can be tiring. Try to provide candidates one or two breaks during the day; time to gather one’s thoughts may be especially important before making a presentation.

c. Some of the other arrangements to be considered include the following:

(1) Transportation arrangements to and from the airport are to be made when necessary. It is understood that the chair of the search committee will make such arrangements. College cars should be used when available; use of private cars will be reimbursed.

(2) When possible, it may be desirable to begin the on-campus schedule with an informal gathering consisting of available members of the search committee/program/division/Academic Vice President and Dean of the Faculty. If this or any other gathering
involves a meal, the College will provide reimbursement of the expenses for the candidate and no more than two others.

(3) All candidates should be given the opportunity to meet with a group of two to four students informally, perhaps with lunch at food service.

(4) A formal presentation to a class or a mixed group of students/faculty should be arranged at a mutually convenient time. The chair of the search committee should discuss the forum and topic of the presentation with the candidate in advance of the visit. The purpose of the presentation should be to give the candidate an opportunity to demonstrate teaching ability, including responding to questions concerning the topic.

(5) Candidates invited to the campus should be informed that we would be pleased to have their spouses/partners accompany them to Berea. The College will provide lodging and meals for the spouse/partner, but we cannot pay for the spouse’s/partner’s transportation. Spouses/partners who do accompany the candidates generally appreciate being informed of the campus tours and special events of interest. If there is any possibility that they may be interested in College housing, advance arrangements should be made for them to meet with the administrator at People Services in charge of rental property.

(6) Upon the candidate’s arrival, it is usually helpful to provide a campus map and College catalog (if not already received). All requests for reimbursement of candidate expenses should be presented to the Academic Vice President and Dean of the Faculty’s Office.

8. After all candidates to be interviewed have visited the campus, the chair of the search committee will solicit the views of the search committee. The chair of the search committee, the Academic Vice President and Dean of the Faculty, and the Dean of Curriculum and Student Learning will then confer and, when they have agreed on a candidate, forward a recommendation to the President.

9. Agreement having been reached, the Academic Vice President and Dean of the Faculty will complete negotiations with the candidate and forward an invitation letter.

10. After the candidate accepts the offer, the Academic Vice President and Dean of the Faculty acknowledges acceptance.

11. Once a search is complete and the Academic Vice President and Dean of the Faculty has made the appointment, the chair of the search committee should notify formerly active candidates that the search is concluded and an appointment made. The following text for these letters is recommended:

As Chair of the Search Committee I wish to inform you that an appointment has been made for [name of position]. Your application is no longer under consideration. I thank you for your interest in Berea College and for your visit to Berea’s campus.
There is a great temptation in writing such letters to include words and phrases like “I regret to inform you…” or “It was a very difficult decision…” or “You are a very qualified candidate, but…” These gestures are well-intended but can be (and have been in some cases) distorted by unsuccessful candidates. Such statements should always be avoided.

12. If the search is cancelled, the chair of the search committee should notify formerly active candidates that the search has been cancelled. The following text is recommended for these letters:

As Chair of the Search Committee I wish to inform you that the search for [name the position] has been cancelled. The position is not being filled at this time. Your application is no longer under consideration. I thank you for your interest in Berea College and for your visit to our campus.

Graduate Schools Ranking High in the Number of African American Professional Doctoral Degrees Awarded for all Disciplines Combined

Howard University
Florida Agricultural and Mechanical University
Meharry Medical College
Texas Southern University
Thomas M. Cooley Law School
Harvard University
North Carolina Central University
University of Maryland-Baltimore
University of Florida
Southern University Law Center
Xavier University of Louisiana
Temple University
Nova Southeastern University
Georgetown University
University of North Carolina at Chapel Hill
The University of Tennessee
Wayne State University
University of Medicine and Dentistry of New Jersey
George Washington University
Life University
Columbia University in the City of New York
Hampton University
University of Illinois at Chicago
Emory University
University of Michigan-Ann arbor
University of Miami
Fordham University
Ohio State University-Main Campus
New York University
Duke University
The University of Texas at Austin
Florida State University
Florida Coastal School of Law
University of Houston
University of Connecticut
Wake Forest University
University of Georgia
Tuskegee University
University of Pennsylvania
Yale University
American University
United Theological Seminary
University of Alabama at Birmingham
University of Mississippi Medical Center
Northwestern University
Morehouse School of Medicine
University of Southern California
Mercer University
Hofstra University
Stetson University

Appendices

Appendix A: Procedures for Appeals Hearings (Excepting Promotion or Tenure Recommendation Appeals)

The Faculty Appeals Committee uses these procedures in hearings dealing with appeals initiated by individual faculty members with the exception of appeals of promotion or tenure recommendations from the Faculty Status Council (the appeal of these recommendations is described in the Manual’s sections on Promotion and Tenure). These procedures and the related policies have been developed and adopted by Berea College. The College is bound only by its own procedures and policies, not by the policy statements of any external organization. These procedures are intended to insure fair process; the hearing is not expected to follow formal rules of a court of law.

1. The Chairperson of the Committee will schedule, make all arrangements for, and moderate the hearing.

2. Before the hearing begins the Chairperson is responsible for insuring that the points at issue are clearly defined in writing, and that both parties and the Committee fully understand the matter(s) to be resolved. In case the two parties cannot agree on the matter(s) to be resolved, the Committee will determine what is to be decided.

3. Documentary evidence pertinent to one or more of the four grounds of appeal listed in the Faculty Manual may be submitted by either party to the dispute. Character evidence, either documentary or by witnesses, may not be presented. All submitted evidence is available to both parties.

4. Documentary evidence should be in hands of the Committee Chairperson at least seventy-two hours before the formal hearing begins. The Chairperson will distribute all such materials to both parties at least forty-eight hours before the formal hearing begins. Submission of such materials after that deadline requires the approval of the Committee. The Committee also may request such materials from either party.

5. Persons knowledgeable about the point(s) at issue may be called by either party, or by the Committee itself. Each party may question any person who appears before the Committee. A list of persons to be called should be submitted to the Committee Chairperson five class days before the hearing commences. The Chairperson will inform each party of all persons to be called, and will schedule the appearance of such persons.

6. Each party may make use of an advisor at the hearing. The advisor must be a member of the faculty, staff, or administration of Berea College.

7. The hearing is confidential and private. Attendance at the hearing will be limited to the Faculty Appeals Committee, the faculty member and an advisor, and the
administration’s representative and an advisor. Each of the above persons is permitted to be present for the entire hearing.

8. The hearing is tape-recorded, and the Committee and both parties will have access to the tapes. After the Committee makes its recommendations(s), the tapes will be kept in the President’s Office until no longer needed. The President of the College will serve written notice to both parties and to the Chairperson of the Faculty Appeals Committee two weeks in advance if the tapes are to be destroyed.

9. The order of presentation in the hearing will be:
   a. The appellant’s case, including persons called on his/her behalf, followed by opportunity for questions.
   b. The case of the other party, including called persons, followed by opportunity for questions.
   c. Persons called by the Committee, followed by opportunity for questions.
   d. Recall of persons previously consulted, if necessary.
   e. Closing arguments of the other party.
   f. Closing arguments of the appellant.

10. Members of the Committee are free at any appropriate time to direct questions to either party or any person appearing before the Committee.

11. When the Committee has heard all the testimony, the hearing is concluded and the Committee meets in executive session to reach its conclusions. Within fifteen days of the end of the hearing, the Committee will report its findings and recommendation(s) to the President of the College.
Appendix B: Procedures for Dismissal for Cause Hearings

The Faculty Appeals Committee uses these procedures in hearings dealing with dismissal for cause. These procedures and the related policies have been developed and adopted by Berea College. The College is bound only by its own procedures and policies, not by the policy statements of any external organization. These procedures are intended to insure fair process, and the hearing is not expected to follow formal rules of a court of law.

1. The Chairperson of the Committee will schedule, make all arrangements for, and moderate the hearing.

2. Each party may make use of an advisor who may participate in the hearing and be present during the entire hearing. The advisor must be a full-time member of the faculty, staff, or administration of the College. It is the responsibility of the faculty member to obtain a competent advisor, if he or she wishes to have such advice.

3. The hearing is confidential and private. Attendance at the hearing will be limited to the Faculty Appeals Committee, the faculty member and an advisor, and the administration’s representative and advisor. Each of the above persons is permitted to be present for the entire hearing.

4. Documentary material may be submitted by either party in the dispute. These materials should be in the hands of the Committee Chairperson at least seventy-two hours before the formal hearing begins. The Chairperson will distribute all documentary materials to both parties at least forty-eight hours before the formal hearing begins. Submission of such materials after that deadline requires the approval of the Committee. The Committee also may request such materials from either party.

5. Persons knowledgeable about the situation may be called by either party, or by the Committee itself. A list of persons to be called should be submitted to the Committee Chairperson five class days before the hearing commences. The Chairperson will inform each party of all persons to be called, and will schedule the appearance of such persons. Each party may question any person who appears before the Committee. Attendance of each such person is limited to the time of his or her testimony and response to questions.

6. The faculty member and his or her advisor should have the opportunity to question all persons who testify orally and to confront all who testify adversely. When unusual and urgent reasons move the Committee to deny this opportunity, or when the knowledgeable person cannot appear, the identity of the person, as well as his or her statements, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it.
7. The hearing is tape-recorded, and the Committee and both parties will have access to the tapes. After the Committee makes its recommendation(s), the tapes will be kept in the President’s Office until no longer needed. The President will serve written notice to both parties and the Chairperson to the Faculty Appeals Committee two weeks in advance if the tapes are to be destroyed.

8. The order of presentation in the hearing will be:
   a. The case for the removal of the faculty member, including persons called to support the case, followed by questions.
   b. The faculty member’s defense, including persons called on his/her behalf, followed by questions.
   c. Persons called by the Committee, followed by cross-examination.
   d. Recall of persons previously consulted, if necessary.
   e. Closing arguments for the removal of the faculty member.
   f. Closing arguments in defense of the faculty member.

9. Members of the Committee are free at any appropriate time to direct questions to either party or person appearing before the Committee.

10. When the Committee has heard all the testimony, the hearing is concluded and the Committee meets in executive session to reach its conclusions. Within fifteen days of the end of the hearing, the Committee will report its findings and recommendation(s) to the President of the College.
Appendix C: Conditions and Procedures for Collecting, Processing, and Using the Instructor Evaluation Questionnaire

The “Instructor Evaluation Questionnaire” (IEQ) is a standard College instrument designed to provide student feedback to instructors and to those responsible for faculty and program performance review and personnel decisions. Student responses to the IEQ are one among several sources of information used by the Faculty Status Council (FSC), Program Coordinators, Division Chairs, and academic administrators in their effort to assess and improve teaching quality.

General Principles
The constructive use of IEQ information depends upon some fundamental principles:

- The goal of collecting and reviewing IEQs is to support good teaching throughout a faculty member’s career at Berea College.
- IEQs provide information as quantifiable data and student comments: both are valid and reliable indicators of student perceptions of teaching effectiveness.
- IEQ information is relevant and useful, but neither paramount nor conclusive for assessing teaching quality or improvement. It should therefore be used only as one of several diverse sources of information about teaching quality.
- The most effective use of IEQ information as an aid for teaching improvement is usually by those closest to the particular context, discipline, courses, and lives of teaching faculty.
- IEQs are appropriately used by faculty and administrators to inform conversations about teaching effectiveness.
- IEQ data are inappropriately used when relatively small statistical variations are relied upon, whether the data pertains to an individual or is presented in aggregate form.
- A system of appropriate use operates effectively only if there are trained users of the information, resources for support and development of faculty teaching, appropriate and timely follow up.
- Further, a system of appropriate use requires mechanisms for auditing uses of information by all parties—Program Coordinator, Division Chair, or Academic Vice President and Dean of the Faculty. They are responsible for maintaining a record of their reading, review, and response to individual IEQ results, whether the access is by consent of the individual faculty member, in the course of a regular performance review, through the Office of Institutional Research and Assessment, or in response to a report of problems or deficiencies.
- The Academic Vice President and Dean of the Faculty, Program Coordinator, and Division Chair have different responsibilities and, thus, appropriate use of IEQ information varies with position. For example, the Academic Vice President and
Dean of the Faculty is responsible for programs, a Program Coordinator or Division Chair for evaluation of individual faculty members.

- This system of appropriate use of IEQ information for all faculty is in keeping with the SACS requirement that “the institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.”

The faculty approved an electronic processing system for IEQs on April 24, 2008. The following section on procedures has been amended to reflect this change.

I. Procedure

A. Anonymous student responses to the IEQ will be systematically collected for all faculty for most courses, with a few exceptions.

B. The Office of Institutional Research and Assessment (OIRA) is responsible for the administration and maintenance of the permanent college records of the IEQs.

C. Students will be sent an electronic link to their IEQs. Faculty members are encouraged to monitor response rates and to encourage students to complete the IEQs.

D. After grades have been submitted, the electronic reports will be available to faculty and other appropriate personnel.

II. Access

Appropriate access to IEQ information varies according to (1) the status of the evaluated faculty member, (2) the roles of the recipient of the information, and (3) the context of IEQ use.

A. All faculty are given access to summary reports for all their classes. Faculty may circulate their personal copies of these summaries to anyone.

B. All Division Chairs have access to summary reports for each class taught by any member of their division and for each class taught under their programs’ rubrics. Division chairs may additionally access aggregate reports of the above information.

C. All Program Coordinators have access to summary reports for each class taught under their program’s rubric and for each class taught by any faculty member appointed to the program. Program Coordinators may additionally access aggregate reports of the above information.

D. The Dean of Curriculum and Student Learning has access to summary reports for all faculty without divisional assignments, as well as all GST/GSTR courses.

E. The Academic Vice President and Dean of the Faculty has access to all summary IEQ reports.
F. The Faculty Status Council is sent summary reports for individual faculty undergoing probationary, tenure or promotion review.

III. Appropriate Use

In all the uses described below, it must be assumed that IEQs are always to be interpreted, within the relevant context, as one of a number of diverse sources of information. For any designated use, IEQ information by itself is neither probative, paramount, conclusive, nor sufficient.

A. Individual Faculty Members

By virtue of their commitment to teaching excellence, all faculty members have a responsibility to themselves and to the institution to review their own IEQs regularly and carefully, in order to pursue improvement in teaching.

As members of an academic community, all faculty members have a responsibility to all other faculty, to students, and to academic administrators (Program Coordinators, Division Chairs, Dean of Curriculum and Student Learning, and the Academic Vice President and Dean of the Faculty) to assist and support improved teaching by all. Such a responsibility includes, among other things, collaboratively reviewing a colleague’s IEQs when asked and seeking colleagues’ assistance and advice in reviewing one’s own IEQ information.

B. Division Chairs and Program Coordinators

All Program Coordinators are responsible for regularly evaluating each faculty member who contributes to the program. Each Division Chair is responsible for regularly evaluating each member of the division. In both cases the process should include creating a record of the reading of and response to each faculty member’s IEQs.

The Division Chair or Program Coordinator should use an individual’s IEQ information collaboratively with the faculty member concerned—as a topic for discussion, as confirmation of other information, and as evidence for or against teaching effectiveness; the Chair or Coordinator and faculty member should use IEQ information to formulate questions and devise joint plans for improvement in the instructor’s teaching, and they should monitor IEQs as one source among several of information about subsequent progress.

A Division Chair may appropriately use individual or aggregate IEQ information, as one of a number of diverse sources of information, in conversation with the Academic Vice President and Dean of the Faculty or other academic administrators about teaching effectiveness, and may review collaboratively with the Academic Vice President and Dean of the Faculty or other academic administrators summary reports for individual faculty teaching in the division.
If reports of teaching problems or deficiencies come to the Division Chair’s or Program Coordinator’s attention, the Chair and Coordinator should consult IEQs and other information. The Coordinator and Chair are then responsible, as appropriate, to counsel the individual faculty member, to develop collaboratively a reasonable plan for improvement and future review of the faculty member’s progress, to inform the Academic Vice President and Dean of the Faculty of the situation and plans, and to maintain records of the process and progress.

IEQs for cross-listed courses go to Program Coordinators of the programs and to the chairs of the division. If faculty in one program or division teach a course in another, both relevant coordinators and chairs use the IEQs, though the performance review responsibilities are those of the coordinator and chair in which the faculty member has an appointment.

C. Dean of Curriculum and Student Learning, and others

The Dean of Curriculum and Student Learning is responsible for reviewing IEQ reports for faculty not appointed to a division, as well as for all GST/GSTR courses. Appropriate written records of access, use and response to summary reports must be maintained, and must be made available to relevant faculty upon request.

D. The Academic Vice President and Dean of the Faculty

The Academic Vice President and Dean of the Faculty has administrative responsibility for the instruction of the student body; for all matters pertaining to the effectiveness and well-being of the faculty; and for the maintenance and review of the curriculum. The Academic Vice President and Dean of the Faculty appropriately uses aggregate IEQ information about teaching effectiveness in interactions with various administrative offices, academic services and other departments of the College and in order to represent the collective interests of the faculty, as is part of the Academic Vice President and Dean of the Faculty’s responsibility.

The Academic Vice President and Dean of the Faculty also appropriately uses the IEQs of each Division Chair in ways paralleling the Program Coordinator’s and Division Chair’s use of faculty colleagues’ IEQ information, i.e. in a collaborative effort—as a topic for discussion, as confirmation of other information, as evidence for or against teaching effectiveness, to formulate questions and make joint plans for improvement in teaching, and to guide subsequent discussion about progress.

The Academic Vice President and Dean of the Faculty may appropriately review collaboratively with a Division Chair summary reports for individual faculty teaching in the division.
The Academic Vice President and Dean of the Faculty is responsible for educational programs, support services, and faculty’s professional development. The Academic Vice President and Dean of the Faculty appropriately uses aggregate IEQ information to evaluate teaching, support services, and programs, so long as the information is considered as one of a number of diverse sources of information.

Appropriate written records of access, use and response to summary reports must be maintained, and must be made available to relevant faculty upon request.

E. Faculty Status Council (FSC)

The FSC is collectively responsible for evaluating faculty members subject to probationary, tenure, and promotion reviews. Summary analyses of the IEQs from the OIRA form a mandatory component of the file presented by and for each candidate for such reviews.

The FSC appropriately uses an individual faculty member’s IEQ information as one of several diverse sources of information. For the various types of review, the other components of the candidate’s file are as described in the Faculty Manual. (IEQ summary analyses inform the letters submitted by the Dean of Curriculum and Student Learning and the Division Chair, in addition to forming a section of the file in their own right.) IEQs serve the FSC as a stimulus for discussion, as confirmation of other information, and as evidence of student perceptions regarding teaching effectiveness.

IV. Additional Items

As part of good teaching practice, all faculty are encouraged to seek feedback early and often about how students are experiencing the content and pedagogy in each course. At the end of the term, if individual faculty or faculty groups (by program, division, GSTR course, etc.) wish to add items of their own design in conjunction with the IEQ, they are welcome to do so. The electronic IEQ system offers the capability of constructing additional questions whose responses are known only to the instructor.

V. Continuing Evaluation of IEQ Instrument and Process

The Faculty Status Council has a continuing responsibility to monitor the effectiveness of the instrument and procedures for collecting evaluation information. In meeting that responsibility, the Council will solicit comments and suggestions from students, faculty, the OIRA staff, and other interested persons three years after any significant policy change is first adopted and at least every five years thereafter. Any proposed changes in the system will be submitted to the College Faculty Assembly for approval.
INSTRUCTOR EVALUATION QUESTIONNAIRE

After grades have been turned in, the faculty member you are evaluating will be sent a summary of the class’s numerical responses as well as typed versions of all written comments as they appear on the forms. Faculty and academic administrators with responsibility for faculty performance reviews and personnel decisions will have access to the same material for purposes of probationary, tenure and promotion review. This questionnaire is not intended to substitute for existing procedures by which students may register complaints of sexual harassment or discrimination.

1. What is your student classification?
   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior
   5. Special

2. Why did you take this course?
   1. General requirement
   2. For major
   3. For minor
   4. Elective outside major

3. On the average, how many hours per week, in and out of class, did you spend on this course?
   1. 1 - 5
   2. 6 - 10
   3. 11 - 15
   4. 16 - 20
   5. More than 20

4. How much do you think you learned from this course?
   1. Very little
   2. A fair amount
   3. Much
   4. An exceptional amount

5. The instructor created a stimulating learning atmosphere for critical and independent thinking. (1) (2) (3) (4) (5)

6. The instructor was actively concerned with my progress. (1) (2) (3) (4) (5)

7. The instructor expected a high level of performance. (1) (2) (3) (4) (5)

8. The instructor was well prepared for class. (1) (2) (3) (4) (5)

9. The instructor stimulated my interest in the subject. (1) (2) (3) (4) (5)

10. The instructor was available for consultation outside of class. (1) (2) (3) (4) (5)

11. The instructor’s assignments were helpful to my learning. (1) (2) (3) (4) (5)

12. The instructor encouraged students to ask questions and/or express their ideas. (1) (2) (3) (4) (5)

13. The instructor’s grading was fair. (1) (2) (3) (4) (5)

14. The instructor made clear the objectives of the course. (1) (2) (3) (4) (5)

15. How would you rate this instructor’s overall teaching effectiveness? (1) (2) (3) (4) (5)

16. How would you rate this course overall? (1) (2) (3) (4) (5)
17. Please comment on how much you learned in this course and how hard you worked.

18. Please describe the teaching strengths of this instructor.

19. What suggestions would you make to improve the teaching effectiveness of the instructor in this course?
Appendix D: Berea College Institutional Governance Structure

The diagram on the next page illustrates Berea College’s institutional decision-making structure. It is intended to show the overlap and intersections between the administrative decision-making structure and that of the shared campus governance structure.