



Hebrew Union College-Jewish Institute of Religion

FACULTY HANDBOOK

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PREAMBLE

The Faculty Handbook (the "Handbook") is based on the recognition that the Faculty plays an essential role in shaping the nature and programs of Hebrew Union College-Jewish Institute of Religion (the "College-Institute"). The Handbook is meant to provide an overview of how the Faculty, along with the College-Institute's administration (the "Administration") and the Board of Governors directs the College-Institute's academic enterprise and participates in its governance. This Handbook is also intended to describe many of the obligations and benefits of being a member of the Faculty.

Note, 8/26/22: This handbook is identical to the 10/18/18 version with the following exceptions, reflecting changed policies and procedures that have already been approved:

- 1) Policies that apply to all employees have been removed: Benefits (Medical-Dental, Long-Term Disability, Workers Compensation, Life Insurance, Travel and Accidental Death, Tuition Remission), Sexual Harassment Policy and Procedures, Conflict of Interest, Confidentiality, Equal Opportunity and Non-Discrimination Policy, Appeal/Grievance Procedure-Sexual Misconduct, Code of Ethics. The current versions of these policies can be found in the Employee Handbook (available at <http://huc.edu/employees>). Faculty members should consult that document regarding these policies. In the two cases where the policies differ for Faculty members and other Employees (Vacations, Parental Leave, Family and Medical Leave), the Faculty Handbook version trumps the Employee Handbook version.
- 2) The HUC-JIR Regulations have been replaced with a link in the Appendix to that document online.
- 3) Faculty Travel and Research information was redirected from the Appendix to the website.
- 4) The Faculty Representative to the Board of Governors was added to the Faculty Structure section.

- 5) Out-of-date technological and administrative support information was updated.
- 6) A mention of capstone projects was added to the Theses section.
- 7) Several typos were fixed.

A. INTRODUCTION

I. Purpose of the Faculty Handbook

- A. This Handbook is meant to be of value and assistance to the Faculty of the College-Institute at its different locations. Its concurrent aims are to provide the Faculty (as defined in paragraph II.A) with an accessible document describing many of the College-Institute's current practices and procedures, to promote greater uniformity in expectations among the Faculty of the individual campuses, and to be a guide in facilitating communication and coordination among the faculty on each of the four campuses.
- B. This Handbook was written by the Faculty for the Faculty as an overview of the policies, procedures, and guidelines applicable exclusively to the faculty of the College-Institute.
- C. The Employee Handbook contains additional policies that pertain to all employees on HUC-JIR's three American campuses, including but not limited to faculty. Unless otherwise indicated, the guidelines, benefits, and policies in the Employee Handbook apply to all employees regardless of any employment-related classification such as faculty or staff, full-time or part-time, exempt, or non-exempt, etc. To assist the Faculty, this Handbook may reference or incorporate in the Appendices some of the official policies of the College-Institute Employee Handbook. While HUC-JIR strives to keep all of its handbooks updated, the Handbook may not always reflect HUC-JIR's most current version of a particular policy. For a copy of a current employment policy, please see the National Office of Human Resources.
- D. This Handbook does not establish any contractual relationship, express or implied, between members of the Faculty and the College-Institute, members of the College-Institute administration, or its Board of Governors. Only the President can create an enforceable contract or promise related to employment at HUC-JIR, which must be in an employment agreement signed by the President and the employee. Nothing in this Handbook restricts or shall be interpreted as restricting the authority or discretion of either the Board of Governors or the College-Institute, nor shall it limit or be interpreted as limiting the College-Institute's ability to interpret, alter, amend, modify, or enforce official policies and procedures, or alter or amend the terms and conditions of any Faculty member's employment. In addition, this Handbook will be applied, interpreted, and enforced consistent with all applicable federal, state, and local laws or regulations, and in accordance with the College-Institute's Regulations (see Appendices).

II. Definition of the Faculty

- A. For purposes of this Handbook only, the "Faculty" means full-time, tenured and tenure-track faculty (sometimes referred to as "board appointed" faculty); full-time adjunct faculty as defined in the College-Institute's Blended Track Policy, which is included in the accompanying Appendices (e.g., administrators who teach regularly); and teaching emeriti faculty.
- B. Although all persons involved in the academic enterprise of the College-Institute may find this Handbook informative, this Handbook does not apply to anyone other than to the Faculty as defined above. The Handbook does not apply, for example, to other faculty of the College-Institute, the Administration, including the President of the College-Institute, to any other employee of the College, or to the Board of Governors. The Faculty, for example, does not include part-time teachers, administrators or professionals who teach (e.g., Deans, Program Directors, Director of Libraries, Director of the American Jewish Archives) other than those who are tenure track faculty, those on the Blended Track or persons designated "Lecturer" or "Senior Lecturer," whether they teach on full-time or part-time bases.

III. Faculty Structure

- A. The Faculty of the several locations of the College-Institute constitutes the foundation of faculty structure and governance. It operates on a national level in matters that affect all campuses, and on the local level in areas of concern to all faculty and students on one campus.
- B. The faculty is represented to the Board of Governors by a Faculty Representative appointed by the Provost, in consultation with the Faculty Council.
- C. On the national level, the Faculty Council is the body that unifies, represents, and acts on behalf of the entire Faculty. It serves as liaison between the Faculty and Administration, and deals with issues that affect the Faculty as a whole. The Faculty Council is comprised of the following:
 - 1. One Tenure Track Faculty member elected on each of the four campuses by the full-time Faculty to serve as the Chair of the Faculty on that campus.

2. One Tenure Track Faculty member elected on each of the four campuses by the full-time Faculty to serve as Faculty Welfare Representative of that campus.
3. One part-time or emeritus Faculty member elected on each campus by the full-time, part-time and emeriti Faculty to serve at large on the Council.
4. The Faculty Representative to the Board of Governors.

The thirteen elected members of the Council select one of their number to serve as Chair of the Council. The Chair, or someone designated by the Chair, represents the entire Faculty to the Administration. The Chairs of other regular or ad hoc committees (e.g., curriculum committees) may be added by action of the Council as full but temporary voting members of the Council. The Faculty Council meets at least once a semester, generally by video or telephone conference, and is convened by its Chair when deemed necessary.

- D. In the realm of the local campuses, the overall faculty structures are diverse and reflect the differences of programs and “cultures.” Although none of the campuses has a formal document defining each campus faculty structure, the local Faculty members are the nucleus of each campus faculty structure and serve as the basis of local faculty governance. All Faculty members are expected to attend Faculty meetings. All others who are involved in the academic endeavor but are not part of the Faculty as defined in this Handbook are welcome to attend Faculty meetings, though their right to vote in certain circumstances may be limited.
- E. While not technically part of the Faculty, other individuals also serve on various Faculty-related entities of the College-Institute such as the Editorial Boards of the College-Institute, and on committees appointed by the President, such as the Publications Committee.

IV. Amending the Handbook

- A. The Faculty may recommend changes to the Handbook by bringing its suggestions to the Faculty Council. The Faculty Council considers suggested amendments and revisions and conveys its recommendations to the Provost and the President. The Provost then facilitates discussions between the Administration and Faculty regarding the proposed Handbook amendment. Approval of all Handbook amendments requires a vote of approval by two thirds of the Faculty. Approved changes become effective July 1 of the next academic year.

- B. Handbook amendments must comport with all federal, state or local law, the Bylaws of the College-Institute, or other official policies or practices of the College-Institute.

SEE APPENDICES

**B. FACULTY APPOINTMENTS, PROMOTIONS,
TENURE AND RETIREMENTS**

I. Faculty Appointments, Reappointments, Promotions, Tenure and Blended Track Appointments

All appointments, reappointments, and promotions of Faculty members, and all determinations regarding tenure and blended track appointments shall be made in accordance with the policies and procedures set forth in the College-Institute's Policies on Tenure and Blended-Track Appointments, and the College-Institute's Bylaws. Junior Faculty who have been with the College-Institute for more than three years as of July 1, 2002 will continue to be governed by the present system, unless they formally opt for the new procedures. Those Junior Faculty who have been with the College for three years or less as of July 1, 2002 will ultimately be governed by the new policy and procedures, as will all new faculty hired as of July 1, 2002. Copies of the relevant materials can be found in the Handbook's accompanying Appendices.

II. Retirement

- A. Following federal guidelines, there is no longer a mandatory retirement age. Individuals who retire from the College-Institute are eligible for some of the benefits outlined in Section D of this Handbook. Effective January 1, 1999, these benefits cannot be taken prior to the Faculty member's termination of employment. Details of individual retirement benefits can be obtained from the Business Office. Faculty members are eligible for early retirement after the age of 55 following at least 10 years of service.
- B. A full-time member of the Faculty shall give notice of retirement by June 30 immediately preceding the last full year of service.
- C. Teaching after retirement will depend upon the academic needs of the College-Institute as determined by the local faculty and administration, and the President of the College-Institute.

III. Emeritus Status

- A. All retired members of the Faculty are given the title "Professor Emeritus." Upon the recommendation of the Faculty and the Dean, the President may invite a Professor Emeritus to teach up to two courses or the equivalent during the academic year. Such Professor Emeritus shall be compensated on a per-course basis. The course(s), which will normally be elective, will be offered only if there is sufficient enrollment (4 students or more) or if the course is deemed necessary to the curricular needs of the students. If a course is canceled, the Professor

Emeritus receives a reduced honorarium to compensate for the preparation of the canceled course.

- B. A Professor Emeritus is entitled to reimbursement for academic travel and research activities from the Faculty Travel and Research Fund in an amount equal to that received by the Faculty (see Section D.,IX. and the Appendices). This includes attending a scholarly conference, whether or not a paper is being given. Requests for reimbursement should follow the procedures outlined in the Faculty Travel and Research Fund procedures, which are included in this Handbook's Appendices.

C. FACULTY RESPONSIBILITIES

Unless otherwise stipulated in a special agreement, members of the Faculty are appointed to work twelve months per year. Appointments usually begin July 1 and terminate the following June 30, with teaching usually taking place in the nine-month period of the fall and spring semesters. Members of the Faculty are in the employ of the College-Institute for the entire twelve-month period, with all of the responsibilities and benefits of this relationship as specified in this Faculty Handbook.

I. The Instructional Task

The principal task of the Faculty is the education of the students of the College-Institute. No other enterprise is as important to the educational mission of the Faculty. Good teaching practices are defined in Section E. II. B of this Handbook, as well as in the Student Handbooks. The educational mission is composed of four elements:

A. Teaching of Scheduled Classes

Given the different structures of our professional programs, it is difficult to define a normal teaching schedule. However, the teaching load of most full-time Faculty members is six to nine hours per week, amounting to three courses in one semester and two courses in the other, or the equivalent. The assignment of courses is the responsibility of the Director of each school in timely consultation with each individual instructor and the Dean of the campus. Suggested courses are to be listed with the National Registrar in a timely manner and should include indication of special requirements or qualifications for enrollment. Faculty members will also be expected to provide copies of syllabi and titles of textbooks as requested by the National Registrar. Final course grades and learning assessments must also be completed by the assigned due dates.

B. Grading and Assessments

One of the core responsibilities of the faculty is to assess students' learning progress throughout the semester and submit grades and qualitative assessments by the due date.

The College-Institute uses two types of assessment results:

1. Indirect evidence of learning in the form of grades (A,B,C,F,P,LP,NP). The college-institute uses Student Information System (SIS) to record grades and generate transcripts. All Faculty members will have individual accounts to access the SIS.
2. Direct evidence of learning in the form of rubric-based assessment of student progress. Currently the College-Institute uses a web-based assessment tool to collect assessment results. All faculty members will have individual accounts to access this tool.

The National Registrar sets a due date for entering grades in the Student Information System and communicates the same before the end of the semester. Communications are sent to the HUC-JIR email addresses. All faculty are required to submit the grades by the due date.

As for the rubric-based assessments, the Program Directors will remind all faculty members about the process and due date for entering assessments.

C. Attendance at the College-Institute

Faculty members are generally expected to spend significant portions of at least three days per week on the College-Institute premises or the equivalent during the academic year. In addition to their teaching hours, Faculty members are expected to establish and publicize office hours during which they are available to meet with students and advisees or be available to meet with students by appointment. Members of the Faculty should be available to interact with students and colleagues on informal bases.

D. Capstone Projects, Theses, and Dissertations

Full-time Faculty members are required to referee and guide students who are writing capstone projects, theses, or dissertations at the College-Institute. It is the duty of Faculty members to accept only as many capstone/thesis students as they may adequately guide. This is a matter of individual judgment and professional discretion. Each Faculty member's acceptance of theses and dissertations is subject to the review and approval of the Dean, Director, or appropriate Faculty committee.

E. Advising of Students

The advising of students affords an opportunity for the Faculty to guide students in their education in a more informal manner. Experience has demonstrated that a Faculty advisor or mentor can play a significant role in the academic and professional development of a student. The campus Dean or Director of each school, in consultation with the Faculty, assigns students to Faculty-advisors each fall. It is the joint responsibility of both the Faculty member and the student to fulfill the mentoring policies of each student's particular program. If a Faculty advisor is also a thesis or dissertation advisor, thesis or dissertation meetings are deemed advisor-advisee meetings for all purposes.

II. Academic Grievance Procedure

When students have specific grievances against Faculty members that relate to academic issues, students may avail themselves of the Academic Grievance Procedures as described in the Student National Academic Handbook. It is also reproduced in the Appendices below.

III. Scholarship

- A. The writing and publication of research is a primary task of the College-Institute's full-time Faculty. Commitment to scholarship has been one of the defining activities of the Faculty of the College-Institute. The College-Institute provides the intellectual leadership of the Reform Movement and, as such, its Faculty must be on the cutting edge of scholarly developments. In this way, Faculty scholarship also helps establish and maintain our reputation as a center of higher learning in Judaica and related disciplines which are part of our academic curricula. Therefore, Faculty members should devote their energies to developing and improving their scholarly competence and productivity.
- B. Academic Growth--The Faculty of the College-Institute is encouraged and indeed expected to participate in the work of professional societies and research groups related to their academic disciplines. Participation includes ongoing contact with scholarly peers, the giving of papers, refereeing journal articles, or service as an officer or coordinator of such societies. Faculty members shall endeavor at all times to keep participation consistent with their duties at the College-Institute.

IV. Academic Freedom

- A. According to the Academic Catalogue, the Board of Governors has resolved: "Hebrew Union College-Jewish Institute of Religion defines itself as the academic arm of Reform Judaism dedicated to the study of Jewish and related sources in the spirit of free inquiry, with nothing in the Jewish past or present alien to its interest. Students are welcome who meet the College-Institute's standards of scholarship and who, whatever their faith, are devoted to the exploration of the Jewish heritage. The College-Institute sees itself as standing for freedom of research, publication and instruction." A copy of this Academic Catalogue provision may be found in this Handbook's Appendices.
- B. Membership in the academic profession imposes special responsibilities. At the College-Institute, the responsibility of the Faculty includes adherence to the highest academic, professional and moral standards. Whether Faculty members function on or off campus as teachers, scholars or Jewish professionals, only the highest standards of academic integrity and moral probity are acceptable. HUC-JIR's institution-wide Code of Ethics can be found in the Employee Handbook.
- C. Both in and out of the classroom, academic freedom is essential to protect the rights of both teachers and students. Academic freedom in research is fundamental to the advancement of the truth. Therefore, Faculty members should feel comfortable to undertake academic research and to publish the results of such research when doing so is consistent with the adequate discharge of the Faculty member's principal task--the education of the College-Institute's students.
- D. When Faculty members write for publications or appear in public, other than as official representatives of the College-Institute, they are free of specific institutional restraints, but shall always adhere to the highest standards and should emphasize that they are speaking on behalf of themselves and not on behalf of the College-Institute.

V. College and Institutional Expectations

- A. A full-time Faculty member is expected to serve on at least one committee of the Faculty, either locally or nationally. The local campus committees are established by the Faculty as necessary to conduct local Faculty business. An equitable participation in this common enterprise is customary academic practice. First-year full-time Faculty appointees may be exempt from committee responsibilities until their second year.

- B. The Faculty is expected to attend the principal campus-wide observances and events of the College-Institute. These include, but are not limited to, all applicable faculty and committee meetings, Graduation, Ordination and Investiture, Founders' Day, and retreats.
- C. The College-Institute is a religious community, and its religious activities are integral to the mission of the College-Institute. Regardless of individual members' religious faiths, all Faculty members are encouraged to participate in the religious life and activities of the College-Institute to the extent that they feel comfortable doing so. Some qualified Faculty members may from time to time be asked to assist students in preparing to lead services, read Torah, and give sermons. For such Faculty members, this task is an aspect of the advising-guidance component of their teaching duty.
- D. Faculty members are encouraged to represent the College-Institute in the Reform movement and the wider Jewish community, as well as to be available to participate in development and recruitment activities on behalf of the College-Institute. The College-Institute endeavors to apportion such requests for service equitably, so that responsibilities do not fall disproportionately upon particular individuals.

VI. Faculty Member Absences

- A. The Faculty is expected to be present at all regularly scheduled courses, including examinations. Faculty members who are absent due to illness or equally pressing causes must notify the Director of the appropriate school. Advance notification, whenever possible, is required. In all other cases, Faculty members should notify the Director as soon as possible.
- B. The College-Institute recognizes that the scheduling of lectures, meetings, and academic conferences held off-campus is often beyond the control of the Faculty. Nonetheless, every effort must be made to avoid conflicts with the class schedules unless classes can be rescheduled at the mutual convenience of the Faculty and participating students.
- C. In certain cases, a Faculty member may be granted a leave of up to one week per semester for special reasons., as negotiated between the Director of the appropriate school and the Faculty member. This negotiation must include a plan for the coverage of the missed classes or their timely rescheduling. When such permission is granted, the Registrar must be notified of the Director's approval of such leave. This special leave is in addition to medical leave and family leave.

VII. Service to the Movement and Community

- A. The College-Institute is institutionally linked to the Union for Reform Judaism (“URJ”) and maintains a significant position in the American Jewish Community. Therefore, Faculty members may be called upon to serve in some capacity by the URJ or its departments, as well as by the professional organizations of the Reform Movement. Consistent with meeting all academic obligations, Faculty members are expected and encouraged to undertake such assignments, and to use their best efforts to ensure that such assignments do not fall disproportionately upon particular Faculty members.
- B. Moreover, the College-Institute has a tradition of service to both the Jewish and general communities where campuses are located. The Faculty is encouraged to continue this tradition of community service as members' interests and time allow.

VIII. Outside Employment

- A. Faculty appointments at the College-Institute are made with the understanding that Faculty members will devote their full attention to their College-Institute responsibilities. To that end, Faculty members should not accept outside employment or conduct business activities that may interfere with or contravene their duties.
- B. Faculty members are expected to consult with their school Director and/or campus Dean before committing themselves to any extensive program of outside work, especially when classes are in session. After due consultation with the campus Dean and/or School Director, the final arbiters in matters of dispute concerning outside employment or business activity shall be the Provost and President of the College-Institute.
- C. It is recognized that many of the activities in which the Faculty engages, including consultation, lecturing, research or teaching, contribute to their intellectual growth and material well-being. Excessive engagement, however, can drain the physical energies and depreciate the effectiveness of the Faculty. Consequently, discretion must be exercised by members of the Faculty when deciding whether to participate in such activities. This policy is intended not to confine the Faculty within rigid prescriptions, but to encourage the discretion vital to pursuing non-conflicting engagement in supplementary employment.

IX. Membership in the Central Conference of American Rabbis

Members of the Faculty are eligible for membership in the Central Conference of American Rabbis (the "CCAR"). This eligibility includes Faculty members who are not rabbis. With respect to Faculty members who are not rabbis, CCAR membership ceases upon termination of employment with the College-Institute as a member of the Faculty. Dues and other financial obligations of CCAR membership are the sole responsibility of individual Faculty members.

X. Compliance with the Law

Faculty must at all times comply with all national, state, and local laws and regulations. Because the College-Institute is a religious institution, however, the United States Constitution may exempt it and the Faculty from some laws that might otherwise apply. To the extent that federal, state, and local laws do apply to the College-Institute, the College-Institute and the Faculty will endeavor to comply. Examples of laws and regulations might include, but are not limited to: laws that provide for the privacy of student educational records (FERPA); copyright laws; civil rights laws which prohibit discrimination against protected classes of individuals; various leave-taking laws; drug-free workplace, schools, and communities' laws; and laws pertaining to health and safety.

D. FACULTY BENEFITS

As stated elsewhere in this Handbook, the benefits outlined herein summarize many of the current policies of the College-Institute. Although, some official College-Institute policy statements are included in this Handbook's Appendices, Faculty members should raise questions regarding specific benefits with the Administration of the College-Institute.

I. Salary

- A. The salary scale for Faculty is based on the three-rank structure and the steps within each rank. One proceeds, with promotion, from rank to rank, and, with each year of service, from step to step within a given rank. As one moves through ranks and steps, one's salary increases. The salary levels are "lock-step" in the sense that every person at a given rank and step receives the same salary as everyone else in that rank and step. In addition to rank and step increases, the entire scale may be raised by Cost of Living Adjustments at the discretion of the Administration and the Board of Governors. At the sole discretion of the Administration and the Board of Governors, Faculty members may receive additional remuneration for work done outside of ordinary Faculty responsibilities.
- B. Members of the Faculty generally receive their salary twice a month, with 24 pay periods per year. Payments are made on the 14th and 28th of each month, or on the last working day preceding those days, when they fall on a weekend or a holiday.

II. Parsonage Allowance

Faculty members who are also members of the clergy as defined by the Internal Revenue Service may be entitled to declare a portion of their annual compensation as parsonage or housing allowance. Faculty members interested in the parsonage allowance are encouraged to consult with the Business Office and refer to the special booklet entitled "The Minister's Parsonage Allowance."

III. Sabbatical Policy

- A. The purpose of a sabbatical is to foster the professional and intellectual growth of a Faculty member.
- B. Sabbatical leave may be granted by the Administration to Faculty members without distinction of rank every four years of continuous service. The normal sabbatical leave shall be one semester. However, a Faculty member may elect, with the approval of the College-Institute, a full year sabbatical. In either case, a Faculty member taking sabbatical shall be entitled to only one-half year of full

compensation. In addition, full year sabbaticals will not be granted unless the teaching responsibilities of the Faculty member can be met either by engaging a suitable Faculty substitute or by other arrangement deemed acceptable by the Dean or Director. Special consideration as to the timing of a sabbatical should be given to junior members of Faculty in order to facilitate their research and

- C. The Administration may permit a Faculty member to defer sabbatical leave. The Faculty should be mindful, however, that the time to which such leave is deferred is also the point of sabbatical eligibility for one or more colleagues and therefore other Faculty members may be affected by such deferment. Although the Dean or Director of a school balances interests involved in competing sabbatical requests, regularly scheduled sabbaticals are given priority over deferred sabbaticals. In such circumstances, the Dean or Director of a school draws up the sabbatical schedule in consultation with the Provost and the Chair of the Faculty, negotiating conflicting claims and arranging the sabbatical leaves so as not to exceed the capacity of the College-Institute to arrange for coverage of the academic responsibilities of the Faculty members on leave. In a year when there are no deferred sabbaticals scheduled, leave is generally granted first to members of the Faculty who have served the longest.
- D. Faculty members should request sabbatical leave one year prior to its projected commencement. Requests shall be made in writing and addressed to the Dean and Director of the Faculty member's school, who will consult with the Provost. Requests for sabbatical leave must specify the general dates of the leave and any travel involved.
- E. It is not customary for Faculty members who take one semester of sabbatical to undertake additional employment during such leave. When Faculty members take longer sabbaticals, however, the College-Institute recognizes that they may be paid for their work and/or research, and the College-Institute permits such payments. Whether Faculty members receive remuneration during their sabbaticals does not change the College-Institute compensation scheme, nor does the College-Institute consider funds received from foundations and grants for research, study, and travel additional employment.
- F. At the conclusion of a sabbatical leave, the Faculty member is expected to submit a brief description of progress in some form of research to the Dean and Director of the School.

IV. Vacations (differs from Employee Handbook)

The Vacation policy in the Employee Handbook does not apply to faculty as defined in this Handbook. Rather, faculty members are entitled to take vacations as they see fit, but vacations should coincide with the summer months or other periods when classes are not in session. If a Faculty member needs to be away from the College-Institute

during the academic year, such absence should not affect the fulfillment of any responsibility as defined elsewhere in this Handbook.

V. Leaves of Absence

A. Parental Leave (stated in Employee Handbook, differs for Faculty and Staff)

The College-Institute provides twelve (12) consecutive weeks of Paid Parental Leave to eligible full-time faculty members specifically for the birth of a child to the Faculty member or their spouse or for placement of a child for adoption or foster care with the faculty member or their spouse. See details in the [Employee Handbook](#). This policy for Faculty goes beyond federal law requirements because it provides for paid parental leave.

B. Family and Medical Leave (differs from Employee Handbook)

The College-Institute's policy offers twelve (12) weeks of paid leave in the case of the Faculty member's own serious health condition or the serious health condition of a member of the Faculty member's immediate family. To apply for HUC-JIR Paid Parental Leave, submit a completed Family and Medical

Leave Act (FMLA) Request Form to the Global Director of Human Resources at least thirty (30) days in advance of the first day of leave.

C. Academic Leave

From time to time, a Faculty member may receive an invitation from a college, university, foundation or similar institution to participate in a particular academic endeavor and requests an extended leave of absence during the academic year. In such situations, he or she should request academic leave from the School Dean and Director of the specific school. The Dean and Director will assess such requests, taking into account the College-Institute's total Faculty requirements and the availability of competent persons to cover the requester's academic responsibilities. The Dean and Director will then forward their recommendation to the Provost who, in consultation with the President, will determine whether such leave shall be granted. This decision will then be transmitted to the Dean and back to the Faculty member. Although the College-Institute will try to accommodate requests for Academic Leave, they may not always be granted.

During an academic leave of absence, the Faculty member will not receive a salary but will receive all benefits. In addition, such leaves of absence will not be counted as a year of service with respect to the sabbatical cycle.

VI. Faculty Travel and Research Fund

The College-Institute's policy regarding Faculty travel and research can be found on the Faculty Resources page of HUC's website: <http://huc.edu/employees/faculty-resources>.

VII. Services Available to Faculty

A. Student Assistance

The College-Institute coordinates a student employment placement system whereby members of the Faculty may request student assistance for projects related to scholarship, teaching, and service, such as scanning, proofreading, and research. Requests for such student assistance should be conveyed to the Office of the Dean of the campus after the Faculty member knows that their annual FTR allotment will not cover the costs of this assistance. The remuneration usually comes from the student employment lines in the annual budget. Since there are limited funds available, requests are granted on a first-come, first-served basis.

B. Computer and Internet Access

The College-Institute provides a basic level of technology infrastructure and support for general Faculty activities, while allowing for specialized projects and needs. Basic resources include communication and research tools and providing for various classroom needs.

Local and global communication will be available via email as well as access to various databases and finding aids through the library system. A word processing suite of programs is provided, including scheduling and database management programs. Faculty will have access to hardware such as scanners and high density storage devices.

HUC-JIR issues each faculty member a College-Institute email address such as jsmith@HUC.EDU. Faculty, staff, and students should use the College-Institute's email system for all official communications. It is the faculty member's responsibility to monitor the HUC email account on a regular basis.

Each Faculty member will have a webpage on www.huc.edu, where they are encouraged to list select publications, presentations, teaching, and other faculty activities.

C. Grant Proposals

The grants officer of the College-Institute, who works in the Development Department, is available to assist Faculty members in applying for foundation and government grants.

D. Other Services

These include the use of telephone and postage for the College-Institute and scholarship- related activities, use of College-Institute facilities, and the rental of other facilities for family events.

E. PROFESSIONAL ETHICS

I. Religious Freedom

- A. The College-Institute is a Reform Jewish institution dedicated to the study and transmission of Judaism in the spirit of free inquiry and exchange. As such, it encourages the open expression of different religious convictions and views within the classroom and in our community. It expects that such expressions on the part of the Faculty, the Administration, and the students will be treated with the utmost respect.
- B. The College-Institute's commitment to religious freedom includes its intent to make every reasonable effort to enable members of our community to feel comfortable. We encourage the Faculty, students, and administrators to be cognizant of the diversity of the religious convictions of our staff without, however, compromising the ability to enhance religious observance.

II. Ethics in the Classroom, in Research, and in the Community

- A. The College-Institute seeks to provide an environment conducive to sharing, extending, and critically examining knowledge and values, and to further the search for wisdom. In order to fulfill this mission, Faculty must act in a way which will assure the highest standards of teaching, collegiality, and scholarship. Faculty members are expected to be models of ethical and socially responsible behavior.

As teachers, Faculty members should encourage students to freely pursue learning. Teachers should embody the best scholarly standards of their discipline. Faculty must demonstrate respect for students as individuals and adhere to their proper role as intellectual guide and counselor. As teachers, Faculty members may not arbitrarily deny access to instruction to any student. Faculty members must adhere to the rules of the Faculty in the conduct of courses, including providing adequate course syllabi, submitting a list of required books and readings to the National Registrar and lists of books to be placed on reserve to the Library in advance of the semester, evaluating in a timely fashion the work of students based on professionally accepted standards and criteria of assessment which fairly reflect student achievement, not participating in intimidation in the classroom, and keeping office hours and holding examinations as scheduled.

The Faculty should be sensitive to the impact of the choice of language in their instruction and writing, whether it relates to gender issues or issues of human concern. Faculty should also respect the confidential nature of the relationship between the professor and student. Faculty should avoid any exploitation of

students for their private advantage and should acknowledge significant assistance from students in their publications and teaching.

- B. As colleagues, Faculty members have obligations that derive from membership in the community of scholars. Guided by a deep conviction for the worth and dignity of the advancement of knowledge, they should recognize the special responsibilities placed upon them. The Faculty's primary responsibility to their subject is to seek and to state the truth as they see it. The Faculty must accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. The Faculty must practice intellectual honesty and refrain from activities such as the intentional misappropriation of the writing, research and findings of others, or the misrepresentation of the finding of one's own research.

The Faculty must respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they should show due respect for the opinions of others. They should strive to be objective in their professional judgment of colleagues.

- C. As a member of the College-Institute, each Faculty member must seek above all to be an effective teacher and scholar. The Faculty must observe the stated regulations of the institution, provided that such regulations do not contravene academic freedom. Faculty members should determine the amount and character of work they do outside the College-Institute with due regard to the paramount responsibilities within it. The syllabus of a course must embody a reasonable effort to teach the course as described in the Schedule of Classes. Within that limit, it is the prerogative of the instructor to establish the requirements of a class, and it is a matter of academic freedom that the prerogative be respected by colleagues and administrators. Faculty members should not intentionally disrupt any activity sponsored or authorized by the College-Institute. They should not incite others to disobey College-Institute rules. Faculty members should not make unauthorized use of College-Institute resources or facilities for personal, commercial, or political purposes.
- D. As members of the wider community, members of the Faculty have the rights and obligations of any citizen. They must measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to the profession, and to our institution. When speaking or acting as private individuals, they should avoid creating the impression that they speak or act for the College- Institute unless specifically authorized to do so. As citizens engaged in a profession that depends upon freedom for its health and integrity, Faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

III. **Conflicts of Interest**

With the acceptance of a Faculty appointment at the College-Institute, a Faculty member should understand what it is to be a full-time employee in the most inclusive sense. Every faculty member is expected to accord the College his or her primary professional commitment and should endeavor to arrange outside obligations, financial interests, and activities so as not to conflict or interfere with this overriding commitment. You may read the full Conflicts of Interest Policy in the [Employee Handbook](#).

IV. **Students Enrolling in Courses Taught by Relatives**

College-Institute faculty are strongly advised to dissuade family members from enrolling in their courses when other options are available – for example, a different section of the same course taught by a colleague or taught by a different faculty member in another semester or taught by a faculty member on another campus.

This policy also applies to cases where a family member would be the student's academic advisor or field work supervisor. Other arrangement should be made in these cases.

However, when specialized courses are taught by a relative and the relative is the sole specialist in that area at HUC-JIR, taking a course with a relative may be the only reasonable option for a student to pursue his/her academic program. In this case, it is incumbent upon the faculty member to avoid not only favoritism but also the appearance of favoritism. These circumstances are rare but can be problematic; therefore, faculty members must inform their campus Dean when a relative enrolls in one of their courses. In turn, campus Deans must alert the Provost. If the instructor is the campus Dean, s/he should inform the Provost.

Policy and Process

College-Institute students are not permitted to take courses taught by a faculty member who is their close relative by blood or marriage without the permission of the Provost. A student is also advised to avoid registering for a course taught by a faculty member with whom s/he has a close personal relationship.

The student may be granted the Provost's permission only if:

A. It is clearly demonstrable that there is no other course selection that will meet the student's academic needs.

B. The campus Dean submits an alternative plan for evaluating the student's work. One such example would be to have another faculty member serve as a second reader for

exams and papers submitted by the student. If the student's academic program requires the course, the student and the faculty member must consult with the campus Dean to prepare the plan. The campus Dean will submit this plan to the Provost for consideration and approval.

C. Program Directors will caution students regarding the policy and report any concerns to the campus Dean. If a situation involving nepotism is discovered and the Provost's approval has not been obtained in advance of the beginning of the course, the Provost may direct that the student be withdrawn from the course. If the discovery is made after the conclusion of the semester, the student will be brought before a student tenure committee. If the student is deemed to have knowingly violated the policy, the Committee may determine that no credit will be awarded for the course. The faculty member involved will be referred to the campus Dean for resolution of the matter.

D. In no case does the College-Institute allow a parent/relative faculty member to undertake an independent study for credit with his/her child, spouse, or other close relative.

E. "Relatives" are defined as spouses/partners, parents, siblings and their spouses, children, stepparents, stepchildren, domestic partners, grandparents, grandchildren, aunts, uncles, first cousins, nephews, nieces and their spouses, and in-laws, plus roommates and other persons with whom the student may have economic and emotional ties.

V. Ordination of Faculty

A tenured or tenure track member of the faculty interested in the possibility of Rabbinical ordination should write a letter expressing this interest to the director of the relevant program, the local Dean and the Provost (in the case that one of these individuals is themselves applying for ordination, they are not required to write a letter to themselves!). These three individuals will discuss the application, paying attention to a number of key criteria, including:

- Likely impact on the applicant's academic and professional commitments
- Any potential conflicts of interest

The Provost may decline the request, and give reasons for this decision. In such a case, the faculty member will have recourse to appeal to the President.

Assuming that the request is accepted, a committee comprising the Director of the Program and at least two faculty colleagues will be formed. These colleagues will be at least at the academic rank of the faculty member applying for ordination. That committee will craft a personal program leading to ordination. This process will include extensive consultation with the applicant, but it is the committee's mandate to set requirements. The committee is charged to ensure that the components of the ordination program set down in the catalog are all represented in the personal program. While faculty members will not be expected to study

areas of their own expertise, they certainly will be expected to fulfill requirements in other areas. Similarly, they will be expected to fulfill capstone requirements in the spirit of the regular curriculum of the program.

Assuming that the applicant accepts the decisions of the ordination committee and decides to become a student in the program, the program director will review the progress of the candidate at least once a year. If the program director feels the need, the ad hoc ordination committee can be convened to consider the progress of their colleague in the process.

Attention should be paid to the time taken for this ordination process. No path to ordination in what would normally be a full-time five-year program should be less than three years in length and may well take longer.

Applicants will not be expected to pay tuition and will not be liable to receive scholarship assistance. In some cases, they may be expected to cover expenses related to special projects, summer programming, coaching, etc. The College-Institute will not hire instructors or incur other costs which benefit faculty applicants and not our regular students. Unless they have taken a leave of absence or sabbatical, or have moved to a part-time teaching load, they will be expected to fulfill all their instructional and other faculty responsibilities. Whenever a conflict of interests occurs, or if a situation arises in which the impression of such a conflict may be given, the Program Director, Dean and Provost have the right to intervene in order to make arrangements which preserve the integrity of the program, the student body, and of the faculty member involved.

Policies and Procedures Governing Faculty Appointments, Promotion, and Tenure for All Schools and Campuses of HUC-JIR

Revised: July 1, 2007

1.0. THE STRUCTURE OF FACULTY APPOINTMENTS

- 1.1. The appointment system, for full-time, tenure track faculty, is based upon a three-rank structure: Assistant, Associate and Full Professorships.¹
- 1.2. The rank of Assistant Professor will normally last six (6) years with a reappointment review during the third year and a promotion review during the sixth year.²
- 1.3. The rank of Associate Professor will normally last six (6) years.
- 1.4. Reviews for Tenure will normally occur during the second year after reaching the rank of Associate Professor. When tenure is granted, it will go into effect in the third year of Associate status.
- 1.5. Review for promotion to Full Professor will normally occur three years after tenure is conferred, but only upon the initiative of a candidate.
- 1.6. Tenured full professors, Faculty Committees, Deans, the Provost and President are responsible for evaluating candidates and for making recommendations either for or against reappointment, promotion, and tenure. The decision to reappoint, promote, and grant tenure, is the responsibility of the Board of Governors.
- 1.7. Faculty hired to a tenure track position, who have not completed their doctoral work, will be appointed as Instructors. Upon completion of the Ph.D., they will be automatically move up to the rank of Assistant Professor.

2.0. FACULTY SEARCHES AND THE APPOINTMENT PROCESS

- 2.1. Opening a Faculty Slot will involve four steps:

¹ Each rank involves six (6) salary steps, which, at the present time, one climbs in a more-or-less automatic manner.

² This indicates the normal or usual timing of the evaluation process, but exceptions are possible. For example, a candidate, with the approval of the Committee on Faculty, may exercise a number of options to stop the clock along the way for a pre-determined amount of time. For instance, when a leave is taken, whether it be for research or for parenting, personal illness, or some other extenuating circumstance, the Committee on Faculty, based on a candidate's petition, may be moved to change the standard timing of the promotional calendar.

- 2.6.1 A description of the projected faculty slot, including the level of the appointment, will be prepared by the Committee on Faculty of the hiring campus, in consultation with its Dean and the Provost, and in consultation with members of the faculty.
- 2.6.2 The recommendation of the Committee on Faculty will then be discussed by the tenured faculty.
- 2.6.3 The Dean will then submit to the Provost the request for such a faculty position, along with the description of the proposed slot and his/her own evaluation of the request from the perspective of the instructional needs of the campus.
- 2.6.4 The Provost, after discussion with the President, will then inform the Dean whether such a faculty slot will be opened and whether the Faculty is authorized to proceed with a search for candidates. The Dean will then announce to the Faculty that a search committee will be formed, and a search will commence.
- 2.2. The Search Committee may be the Committee on Faculty or such other committee as the Committee on Faculty may choose to designate in consultation with the Dean. The Search Committee will be chaired by an individual appointed by the Committee on Faculty. The Search Committee will represent Faculty as a whole.
- 2.3. The Search Committee, through the office of the Dean, will commence a search by writing to the Deans and chairpersons of the Faculty on the various campuses of HUC-JIR, informing them of the availability of such a slot and asking them for their recommendations.
- 2.4. The Search Committee will advertise the post in contexts that will assure dissemination of the news of the opening nationally and internationally.
- 2.5. The Search Committee will create a dossier for all potential candidates that is to include: (1) a curriculum vitae; (2) a list of publications or writing samples of unpublished works; (3) organizational affiliations; (4) three letters of reference from those suggested by the candidates; (5) letters from members of the HUC-JIR Tenured Faculty in the same academic area as the candidate, who review the materials in the dossier; (6) if applicable, letters of recommendation from scholarly peers at other institutions.
- 2.6. After the Dean's office will have gathered the requisite material and the committee will have reviewed the dossiers received, candidates seen as best qualified for the position may be invited to the campus for an interview. As many members of the Faculty as possible will be given the opportunity to meet with the candidates. Depending upon the nature of the position being filled, a candidate may be asked to make a formal presentation to the Faculty as whole and another presentation also to students. A presentation to students may be in a large lecture format or a smaller classroom context.

- 2.6.1 Standardized templates will be used for both student and faculty evaluations of each candidate's presentation(s).
- 2.7. The Search Committee will then deliberate and make its recommendation to the Committee on Faculty and the tenured faculty, who will meet to discuss the recommendation.
- 2.8. The Search Committee and the Committee on Faculty, with the support of the tenured faculty, will then submit their recommendation to the Dean. The Dean will forward the recommendation of the faculty, along with the full dossier and his/her own recommendation, to the Provost. The Provost will forward the recommendation of the tenured faculty and Dean, with the entire dossier, along with his/her own comments, to the President for final decision. If the President rejects the Faculty's recommendation, he/she will provide the Committee with a clear statement outlining the reasons for his/her actions.
- 2.9. The final terms of a hire are to be negotiated with a candidate by the Provost in accordance with the decision of the President. The President will then recommend the appointment to the Academic and Faculty Affairs Committee of the Board of Governors, which in turn will convey its recommendation to the Board. No hire is official until formally approved by the Board of Governors.

3.0. THE SYSTEM OF REAPPOINTMENT AND PROMOTION

- 3.1. A standing Committee on Faculty on each campus, whose term will be three (3) years, will represent the faculty as a whole in the review process. Its chair will be elected by the tenured and tenure track faculty of a given campus. Its four members at large will be appointed by the chair in consultation with the Dean and the Chair of the Faculty from among the tenured full professors on a given campus. The Dean is a non-voting, ex officio member of the Committee on Faculty.³
- 3.2. The process of reappointment and promotion will be initiated by the Dean's office no later than July 1 of each year. Candidates for appointment or promotion should submit the materials requested for their dossier by September 15, and evaluative materials by both HUC-JIR faculty and outside experts should be submitted no later than November 15. Committees on Faculty will submit their complete reports to their Dean by December 15th of each year. The Dean will submit her/his letter of recommendation to the Provost by January 15th of each year. The Provost will submit her/his recommendation to the President, who will make the final decision. The Provost and President will inform a candidate of their recommendation immediately following the deliberations at the Board of Governors' meeting in February of each year.

³ In the event that a campus has fewer than seven tenured faculty members, then the committee of four members at large can be made up of several faculty from other campuses, to be appointed by the Dean and the Provost.

- 3.3. The evaluative process will endeavor to establish that our faculty members exhibit the highest standards of teaching and scholarship, while serving the institution with professionalism and in a spirit of collegiality.
- 3.4. The balance sought among *scholarship, teaching, professional service, and collegiality*, as well as the ways each is made manifest, may be influenced by the field or expertise of a given candidate. As curriculum requirements change over time, the expectations regarding a faculty member's teaching engagements may change (e.g., sometimes a greater focus on an individual's mentoring skills may be relevant to the evaluation process). The evaluation system will take all of these variables into account for each candidacy.
- 3.4.1 Pedagogy: To demonstrate excellence in teaching, a faculty member should exhibit cognizance of her/his students' learning needs, creativity in approaching the material, conscientious preparation, and equally conscientious feedback to students about their performance. Faculty should be engaging teachers who possess positive pedagogic habits (as spelled out in the Faculty Handbook, E.,11., b.).
- 3.4.2 Scholarship: The faculty seeks to observe in a candidate a habit of scholarship, which promises to be a life-long pursuit. A faculty member is expected to demonstrate a habit of scholarship by publishing works that contribute significantly to her/his field of study, in a format that coheres with the specific field.
- 3.4.2.1 It is tacitly understood that quality of scholarship is more important than sheer quantity. Nonetheless, as a guide, junior faculty should endeavor to submit articles on a yearly basis to refereed journals. A portfolio might also include articles solicited for publication in scholarly volumes. Depending upon the nature of one's research, a book-length monograph may also be expected by the time a candidate will be reviewed for tenure. Expectations for each candidate are to be stipulated in writing by a Committee on Faculty (after review with the Dean and Provost) early in a candidate's appointment.⁴
- 3.4.2.2 Most faculty positions will be guided by the rubrics articulated in 3.4.2.1. However, the faculty and administration are sensitive to the fact that the nature and publication of one's scholarship will be determined by the character of one's intellectual and professional pursuits and the definition of one's role on a given campus. Insofar as HUC-JIR engages teachers whose primary focus may not be specifically academic in the sense that, for instance, the studies of history or literature or language are traditionally defined, other standards for evaluation may be necessary. Thus, individuals whose primary professional objectives are clinical, applied research, or performance related, will define with the Committee on Faculty, the Dean, and the Provost, early in a

⁴ In most cases, it is understood that this stipulation will only require the Committee on Faculty to draw a candidate's attention to this paragraph and the expectations articulated here. However, it is understood that flexibility is necessary and desirable. For example, while writing a book, there may be a period of time during which an individual does not submit articles for publication with the same regularity as that stipulated here.

candidate's initial appointment, the exact nature of the expectations in the area of scholarship. These expectations will be conveyed and agreed upon in writing, and preserved as a part of the candidate's dossier.

3.4.3 Service, Collegiality, and Professionalism: Faculty members will be expected to serve the needs of the campus community and when called upon to do so those of the Reform Movement, consonant with teaching and research responsibilities.

3.4.3.1 Execution of administrative tasks should be accomplished in a professional manner.

3.4.3.2 All faculty are expected to assume collegial roles, which may entail the sharing of committee responsibilities (chairing committees and at-large duties), the coordinating of special programs, etc.

3.4.3.3 Personal interactions constitute a legitimate domain for faculty evaluations. The ability to get along with one's colleagues not only has an impact on a faculty's collective day-to-day responsibilities to a campus's life, but it also influences the culture of the institution. It is expected that personal interactions will be maintained with a high sense of ethics and professionalism. This includes the sense that each faculty member is a public emissary of the institution when traveling to professional meetings and conferences or to give lectures.

4.0. CONTENTS OF A CANDIDATE'S DOSSIER

4.1. Each candidate will be evaluated on the basis of a dossier, which has multiple parts. It includes confidential materials generated by faculty, students and professionals outside of HUC-JIR; materials generated by the candidate; materials generated by the Committee on Faculty; materials generated by the Dean and the Provost.

4.2. Whenever a dossier is referred to, it should be understood as the complete dossier, unless otherwise stipulated (however, please see 4.4 for further details). The structure and thematic contents of every candidate's dossier are to be standardized according to guidelines that will be shared with each candidate.

4.3. The Dean's office will be responsible for all administrative processes regarding the gathering of materials included in a candidate's dossier. (The Committee on Faculty remains responsible for evaluating the data collected.) The complete dossier is confidential and the sole property of the Dean, the Committee on Faculty, the Provost and the President.

4.4. The Dean's office will prepare a parallel dossier that will include selected documents collected during an evaluation process (see details below). Documents contained in this parallel dossier will have the names of referees internal to the institution, and any other identifying marks (e.g., letterheads, references to individuals other than the author) completely removed; external referees' identity will remain intact. The parallel dossier

will not include any evaluations written by tenured, full professors for the promotion process; however, it will contain any documents written by colleagues who evaluated classroom teaching, or other pedagogic or professional engagements. These latter documents will be shared with a candidate during regular annual reviews.

- 4.5. A candidate has the right to see any materials kept in this parallel dossier, except for the identities of external reviewers. A candidate may choose to share with the Committee on Faculty in writing any concerns he/she may have about the nature of the material collected, including both internal and externally generated documents. Any correspondence generated by a candidate that is addressed to the Committee on Faculty becomes part of a candidate's dossier.
- 4.6. On a yearly basis, a candidate will receive both written and oral feedback from the Dean and the chair of the Committee on Faculty jointly. This feedback will review student and peer evaluations, focusing both on areas of strength and those that need improvement. It will also entail suggestions for improvement and the Dean will make available relevant resources toward attainment of those ends. Once a candidate has had the opportunity to read and discuss the Committee's evaluation, the candidate will indicate in writing that he/she has understood the evaluation and information conveyed and may also consider articulating reactions to the evaluation. All written communications between a candidate and the Committee on Faculty will become part of a candidate's complete dossier and the parallel dossier.
- 4.7. Peer Assessment- Each junior faculty member's classroom teaching will be assessed three times during each academic year by different Tenured faculty who preferably have received some training in teaching evaluation and/or education professionals engaged by the Committee on Faculty.⁵ When and which courses will be evaluated will be at the discretion of the Committee on Faculty in consultation with the junior faculty member. A uniform evaluation template with specific major areas of concern about the quality of the candidate's teaching should be used for each candidate. The evaluations will be shared with the candidate by the Dean and chair of the Committee on Faculty. These evaluations will become part of a candidate's complete dossier and the parallel dossier. Evaluations from the first year of instruction will only become part of the dossiers at the candidate's discretion.⁶

⁵ The Committee on Faculty should consult with and include education faculty on a given campus in this evaluative process. However, because this could prove burdensome to individuals on campuses which have only one or two faculty members in the area of education, the Committee on Faculty may choose to engage education professionals from outside of the institution.

⁶ To augment peer assessment of teaching, candidates may choose to include the following items in the dossier as means of demonstrating their teaching ability: lesson plans, reflective memos, letters from students and alumni, videotapes of classroom sessions or lectures.

- 4.8. Student Evaluations - Standardized evaluations for each and every course offered will be required on each of our campuses. Each faculty member will be able to add questions to the evaluation forms which are course and field specific. The evaluations will be distributed, collected, and compiled through the Dean's office. The candidate's dossier should include a numerical summary of all course evaluations (with the exception of the candidate's first year of teaching), and a narrative summary of the voluntary comments produced by the Dean. A clear distinction will be made between core and elective courses. The Dean's office will bear the responsibility for establishing a procedure for attaining the highest rate of return possible. Student evaluations are regularly shared with a professor after her /his grades have been submitted for a given course. However, only the Dean's summary of course evaluations will become part of a candidate's parallel dossier.⁷
- 4.9. Letters from Students - Each year the Dean's office will announce to the student body which faculty members are up for review and solicit additional letters from students on a voluntary basis. Students will be informed that their reflections on non-classroom experiences with a given candidate are relevant to the reappointment process. Any letters submitted become part of a candidate's complete dossier and parallel dossier. No anonymously submitted letters will become part of a dossier.⁸
- 4.10. Alumni Evaluations - Letters of evaluation will be attained through the Dean's office from three alumni of a given campus, per class, who are out in the field not more than five years. Potential reviewers will be chosen by the Committee on Faculty with the Dean. Once a list of potential reviewers has been established, a candidate will be shown the list and allowed to exclude individual reviewers, stating a reason for the exclusion. These letters of evaluation will become part of the complete dossier and the parallel dossier. No anonymously submitted letters will become part of a dossier.
- 4.11. A dossier will include copies of a candidate's publications and may include copies of works in progress as well, should a candidate wish to submit them. It is the candidate's responsibility to provide the Dean's office with these materials in a timely fashion. These documents will become part of the complete and parallel dossier.
- 4.12. A candidate will be responsible for providing the Dean's office with an updated curriculum vitae, as well as descriptions of any scholarly or professional activities since a previous review, for both forms of the dossier.
- 4.13. A candidate will be responsible for providing the Dean's office with a self-study (as defined further in '7' below) for both forms of the dossier.

⁷ The template for in-class student evaluations should have students indicate whether they anticipate completing the course satisfactorily.

⁸ In order to evaluate the credibility of voluntarily submitted student letters, the Committee on Faculty may wish to consider grades received by the writer of a letter from the faculty member under consideration.

- 4.14. A dossier will contain all evaluations and correspondences regarding a candidate that are gathered by or submitted to a Committee on Faculty, including those solicited and those unsolicited. Anonymous forms will be presented in the parallel dossier.

5.0. THE RESPONSIBILITIES OF FULL PROFESSORS IN THE EVALUATION PROCESS

- 5.1. All tenured, full professors on a given campus, are to be actively involved in the evaluation process.
- 5.2. All tenured, full professors, other than those serving on the Committee on Faculty, will review a candidate's *parallel* dossier. As stipulated, the identities of internal referees will not be included in the parallel dossier.
- 5.3. Tenured, full professors will be asked *to write comprehensive letters of evaluation* that endeavor to assess a candidate's performance based upon the parallel dossier and personal experience with regard to:
- pedagogy;
 - scholarly development as reflected in publications and work in progress;
 - collegiality in the fulfillment of committee assignments and other non-academic programs relevant to the College-Institute's community life;
 - working relations with other faculty members and the administration;
 - any service to Reform institutions and to the wider community, Jewish and general.

In these letters of evaluation, a professor is to articulate clearly whether or not he/she would recommend the candidate evaluated for the promotion/reappointment under consideration.

- 5.4. Each tenured, full professor's evaluation letter becomes a confidential document of the Committee on Faculty and will only become part of the complete dossier, but not the parallel dossier. A tenured, full professor's evaluation letter may only be seen by members of the Committee on Faculty, the Dean, the Provost and the President.

6.0. COMMITTEE ON FACULTY DELIBERATIONS

- 6.1. The Committee on Faculty Appointments will take into its deliberations the complete dossier as it has been defined in '4 and '5. It is on the basis of these materials that the Committee on Faculty Appointments will make its recommendations to the Dean.
- 6.2. In its deliberations, the Committee on Faculty will employ these materials to assess a candidate's performance with regard to:

- pedagogy, which involves among other aspects, preparation of courses and course materials, teaching ability, availability to students and adequate feedback to students (see Section 3.4.1).
 - scholarly development as reflected in publications and work in progress;
 - collegiality in the fulfillment of committee assignments and other non-academic programs relevant to the College-Institute's community life;
 - working relations with other faculty members and the administration;
 - any service to Reform institutions and to the wider community, Jewish and general.
- 6.3. After evaluating the complete dossier, the Committee on Faculty will report on the core elements of its deliberations to date at a meeting of the tenured, full professors. Questions and discussion will be entertained following the report.
- 6.4. Following the meeting with the tenured, full professors, each member of the Committee on Faculty will write his/her own evaluation, which will become part of the dossier. These letters of evaluation will also be shared with the other members of the Committee on Faculty and be included in the Committee's report. The Committee on Faculty will then vote as to whether a candidate should be recommended for reappointment or promotion (as the case may be).
- 6.5. The vote will be sent to the Dean in writing, along with the complete dossier, a comprehensive report on the Committee on Faculty's deliberations and any other supporting materials. In the event of a split vote, the opinions of both the majority and the minority should be included in the report. All documents composed by the Committee on Faculty that are sent to the Dean must have the imprimatur of the entire Committee on Faculty as to the thoroughness and judiciousness of the contents.
- 6.6. The Dean will submit the recommendation of the Committee on Faculty, along with the complete dossier and his/her own comments, to the Provost.
- 6.7. The Provost will evaluate the dossier and, together with her/his recommendation, submit it to the President. The President will then recommend the reappointment or promotion to the Committee on Academic and Faculty Affairs of the Board of Governors, which in turn will convey its recommendation to the Board. The Committee on Academic and Faculty Affairs will see the following documents: (1) a candidate's curriculum vitae; (2) a candidate's self-study; (3) the report of the Committee on Faculty; (4) letters of evaluations from outside referees; (5) letters of evaluation from internal referees; (6) student and alumni evaluations.
- 6.8. If the President rejects the Committee's recommendation, he/she will provide a clear statement as to the reasons for his/her action to the Committee on Academic and Faculty Affairs as well as to the candidate.
- 7.0. REAPPOINTMENT AT THE RANK OF ASSISTANT PROFESSOR**

- 7.1. During the third year of an initial three year contract, full-time candidates at the rank of Assistant Professor are eligible for reappointment. A candidate will provide the Dean's office in a timely manner with all aspects of her/his dossier that are designated a candidate's responsibility. These include a current curriculum vitae, a self-study, copies of publications (and works in progress, should the candidate wish to share them), and any correspondence regarding annual reviews.
- 7.2. Assessment for reappointment during the third year will focus mainly on teaching, collegiality and service to the campus community, while also considering a candidate's scholarly development and research trajectory. Reappointment and promotion evaluations, especially early in the faculty member's career, are meant to foster an individual's growth in the areas of scholarship, teaching and collegiality.
- 7.3. A candidate will submit a self-study⁹ in the form of an essay, including discussion on the following areas:
 - 7.3.1 her/his goals in teaching and the nature and structure of the courses taught; he/she should also describe his/her work in the development of new courses and provide syllabi of all courses taught during the previous four semesters (as well as any courses currently being taught that differ from those);
 - 7.3.2 her/his scholarly activity since the date of hiring, as well as scholarly projects in process or being planned;
 - 7.3.3 any collegial activity within the school and within professional organizations, including service on committees, the advising and the mentoring of students, participation in the programming of College-Institute life as well as in the workings of professional academic organizations;
 - 7.3.4 any activity on behalf of the Reform movement and the Jewish and general community at large.
- 7.4. Detailed reviews of scholarship as it may be at this early stage in a scholar's career will be performed by three (3) faculty from the other College-Institute campuses closest to the field of the candidate. Off-campus faculty will be chosen by the Committee on Faculty with the input of faculty members closest to the field of study of the candidate. These letters will become part of a candidate's complete and parallel dossier.
- 7.5. A candidate may submit a list of names of individuals who should not be allowed to serve as her or his reviewer(s) and the Committee on Faculty will not consult with these individuals.

8.0 PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

⁹ Self-studies should be submitted to the Dean's office by September 15th

- 8.1 Evaluation for promotion from Assistant Professor to Associate Professor will usually take place during the sixth year at the rank of Assistant Professor.
- 8.2 Promotion to Associate Professor is viewed as a crucial step towards tenure. This promotion should indicate that the faculty member clearly has the potential to gain tenure having demonstrated capability in all key areas of assessment.
- 8.3 Promotion to Associate Professor will occur on the basis of the evaluation procedure stipulated for the first assessment of Assistant Professors, but with the following differences:
 - 8.3.1 There will be an increased emphasis on scholarly development and publications. A dossier will include exactly four (4) letters, written by scholars outside of the College-Institute,¹⁰ and three (3) written by College-Institute faculty from other campuses, who work in the candidate's field, reviewing a candidate's scholarship.
 - 8.3.1.1 Potential external reviewers will be identified in three ways: (1) a candidate is to recommend reviewers in writing to the Committee on Faculty; (2) the Committee on Faculty will establish a list of reviewers in consultation with HUC-JIR faculty; (3) the Committee on Faculty will ask scholars in the field (outside of the College-Institute) to recommend qualified reviewers. A list will then be compiled which brings together these three sources. The Committee on Faculty will then select four scholars whose names appear on this list and instruct the Dean to solicit letters from them. If one of the scholars refuses to serve as a reviewer, or if one of the scholars cannot make the deadlines required by our process, then the Committee of Faculty will provide a substitute name from the original list. There must appear exactly four letters of evaluation in each dossier from external reviewers.
 - 8.3.2 The Committee on Faculty will select three scholars from within the College-Institute on other campuses, and instruct the Dean to solicit reviews from them.
 - 8.3.3 A candidate may submit a list of names of individuals who should not be allowed to serve as a candidate's reviewer.
 - 8.3.4 The letters sent to all potential reviewers soliciting their services are to be identical. Reviewers should be asked to comment on the character of the scholarly publications provided and nothing else. Quite specifically, reviewers are not asked to pass judgment as to whether they believe the candidate should be granted a promotion or tenure, for these judgments involve an evaluation of a candidate's entire dossier, something an external reviewer is not shown.

¹⁰ As a courtesy, the Dean's office will notify external evaluators of the outcome of the review process.

8.4 A candidate's dossier will include at least all documents stipulated in '4, including those formerly collated by a candidate or the Committee on Faculty for previous reviews, as well as updated forms of those documents as they are prepared for the present review.

9.0 THE GRANTING OF TENURE

9.1 In the eighth year of service, six years at the rank of Assistant Professor and two at the rank of Associate Professor, a faculty member is eligible for tenure review at the rank of Associate Professor.

9.2 The granting of tenure is an affirmation by the College-Institute that an individual has achieved the scholarly standing that manifests and maintains the high academic standards of the Faculty of the College-Institute. Furthermore, it affirms that an individual is a dedicated teacher, who creatively pursues the development of courses and more broadly, curricula, as are needed by our students. Finally, the granting of tenure indicates that an individual regularly fulfills his or her collegial responsibilities, while participating in campus life in a professional and constructive manner. It is assumed that tenure will result from an overwhelmingly enthusiastic endorsement by a candidate's colleagues.

9.3 The granting of tenure will generally follow the procedures for reappointment to the rank of Associate Professor, including the stipulations of 8.3 and 8.4, but with the following differences:

9.3.1 A dossier will include exactly seven (7) letters reviewing a candidate's scholarship from outside evaluators, and three (3) letters from HUC-JIR faculty at other campuses, who work in the candidate's field.

9.4 A candidate's dossier will include at least all documents stipulated in '4, including those formerly collated by a candidate or the Committee on Faculty for previous reviews, as well as updated forms of those documents, as they are prepared for the present review.

9.5 Given that review for Associate Professor occurs just two years prior to an evaluation for tenure, a candidate may opt to have *the letters of external referees from that review process* employed by the Committee on Faculty during the Tenure review. There is no option to select some of the letters, while excluding others. All four will become part of the dossier.

9.5.1 In the event that a candidate chooses the option indicated in 9.5, the procedure for the evaluation of scholarship will be as follows: a candidate's entire dossier of scholarship, including any works published *since* the previous review and works in progress that the candidate chooses to have reviewed, will be sent to three (3) additional external reviewers. Thus, by the end of this process, this candidate will have seven letters in her/his dossier which pertain to scholarship: four from the Associate Professorship Review, and three new evaluation letters.

9.5.1.1 Potential external reviewers will be identified according to the procedures outlined above under 8.3. Assuming that new publications and/or manuscripts have been added to the dossier since the previous review, the Committee on Faculty may solicit a second evaluation from an individual who wrote for an earlier review process. However, the Committee is not to have more than one repeat reviewer at this stage in the evaluative process.

9.5.1.2 The procedure for choosing HUC-JIR reviewers will follow the procedures outlined in 8.3.1.2.

9.5.1.3 The procedure of 8.3.1.3 also applies under this rubric.

9.5.2 Rules governing the letters sent to outside reviewers are the same as in 8.3.2.

9.6 In the event that tenure is not granted, a faculty member will be retained for one year, in order to allow her/him adequate time to seek employment.

10.0 PROMOTION TO THE RANK OF FULL PROFESSOR

10.1 Review for promotion to Full Professor will take place at the discretion of a candidate in dialogue with the Committee on Faculty. Associate Professors will be encouraged to apply for promotion to Full Professor to the Committee on Faculty three years after having achieved tenure. However, exactly when a candidate is to submit an application for promotion is flexible.

10.2 The rank of Full Professor is established to convey honor to a member of our faculty. It recognizes a candidate's unique contributions to the intellectual life of academe and/or the Jewish community. However, the measure of personal achievement need not be limited strictly to those domains traditionally deemed Academic. Thus, the rank of Full Professor may be awarded to an individual whose contributions to religious life, social policy, ethics or literature, are extraordinary and worthy of recognition.

10.3 The review for promotion to Full Professor will focus primarily upon a candidate's scholarship, or comparable achievement, as defined for appointments based upon clinical experience or performance (see 3.4.2.2). Service to the institution and collegiality will also be considered for promotion.

10.3.1 Since a book-length monograph is usually expected from a candidate for Tenure, for promotion to the rank of Full Professor, a candidate is expected to have completed at the least a substantial portion of a manuscript draft of a second book.

10.3.2 Seven (7) scholars outside of the College-Institute will be solicited to review a candidate's total scholarly work, among them, major scholars in a given field. The names of external reviewers will be garnered in the same manner described in 8.3.1.1 and 8.3.2.

10.4 Deliberations regarding a candidate's *dossier of scholarship* will follow the procedures indicated in 5-6.

11.0 PROCESS OF APPEAL

11.1 There will be a standing committee, known as the Committee for Appeals, whose sole function is to make decisions regarding appeals. The appeals process is in place for individual candidates who allege that the protocols have not been adequately followed or an inappropriate bias influenced the decision. Only candidates for review may initiate an appeal.

11.2 The task of this committee is limited to establishing whether allegations of a bias or a violation in procedure are well founded. The Committee for Appeals does not have the power to grant reappointment, promotion or tenure to a faculty candidate, nor does its opinion reflect anything regarding a candidate's qualifications for these actions.

11.3 The Committee for Appeals will consist of the President, five tenured, full professors, one from each of the campuses,¹¹ with the exception of the campus of the candidate, which will have two faculty representatives, and outside legal counsel as chosen, ad hoc, by the Provost. The legal counsel shall not have a vote. Members of the Committee on Faculty involved in the disputed process cannot serve on the Appeals Committee. The faculty members will be elected by their respective faculties in a closed ballot vote. All active members in either tenure tracks or blended tracks of any rank are eligible to vote.¹² The Appeals Committee will be an ongoing, standing committee, with members serving for a period of five (5) years.

11.4 In the event that a candidate believes that he or she has been inadequately considered, either because the protocols herein described have not been followed, or because a decision was influenced by some form of inappropriate bias,¹³ the candidate can avail him/herself of this appeal process by submitting a request in writing to the Provost. The request should outline clearly the reasons that justify an appeal. Upon receiving an appeals request, the Provost will inform the Committee for Appeals of the need to convene to address the issues outlined in a candidate's letter.¹⁴

¹¹ In the event that a campus has fewer than four tenured, full professors, the Provost may choose to exclude the appointment of someone from that particular campus, substituting someone else from another campus. This decision will be at the discretion of the Provost. This stipulation is necessary so as to prevent the assignment of an individual to this committee by default when there is a paucity of full professors on a given campus.

¹² Emeriti and faculty serving in administrative appointments are not eligible to vote; faculty on blended tracks are eligible to vote.

¹³ The meaning of inappropriate bias@ needs to be defined on the basis of the faculty handbook. It should include only those areas that involve legal implications, such as gender or age discrimination.

¹⁴ The procedures (and principles) outlined here are essentially in conformity with the grievance procedure outlined in the AAUP's Recommended Institutional Regulations.

- 11.5 An appeal must be served to the Provost by March 15th of the same year.
- 11.5.1 In the event that allegations of bias or misconduct are against a Dean, he/she will not serve as an ex officio member of the ad hoc committee.
- 11.5.2 In the event that the person serving as Provost is cited in the appeal as a cause for the appeal, the letter of appeal may be served directly to the President to convene the Committee for Appeals.
- 11.6 The Committee for Appeals must reach a conclusion regarding the validity of an appeal by April 15th.
- 11.7 If the Appeals Committee denies the appeal of a candidate, its decision is final.
- 11.8 Should the Committee for Appeals find that a candidate's concern regarding due process or bias is well founded, and that the irregularity had an influence on the outcome of the evaluative process, the Committee for Appeals can require that a second review be undertaken by an ad hoc Committee on Faculty on a particular campus. However, other mediated solutions may also be pursued by the Committee.
- 11.8.1 Should the Committee for Appeals find that there was a failure to execute due process or that there was an inappropriate bias, an ad hoc Committee on Faculty will be appointed by the Provost and the President. The ad hoc committee will be made up of a chair and four other tenured full professors.¹⁵
- 11.8.2 The ad hoc Committee for Faculty will review a candidate's dossier in the manner stipulated above in the section relevant to the rank under consideration.
- 11.8.2.1 In the event that the allegation of bias or inappropriate procedures did not relate to the content of a dossier, the ad hoc Committee for Faculty will use the same dossier established by the previous committee for its deliberations.
- 11.8.2.2 If allegations did regard the dossier,¹⁶ then the ad hoc Committee for Faculty will rectify the problem and re-evaluate the candidate accordingly.
- 11.8.3 The ad hoc Committee for Faculty will provide the Provost with a new recommendation regarding reappointment, promotion, or tenure, as the case may be, by May 1st of the same year, and that recommendation will be brought to the Academic and Faculty Affairs Committee of the Board of Governors at the Board's next meeting.

¹⁵ When a campus does not have enough personnel to constitute a second Committee on Faculty, the President and Provost may appoint faculty members from other campuses to serve in this capacity, following the precedent articulated in footnote 10.

¹⁶ For example, the dossier might be shown to be missing some required materials.

APPENDIX I: SUMMARY OF DOSSIER CONTENTS

<i>Complete Dossier</i>	<i>Parallel Dossier</i>
Sole property of the Dean, the Committee on Faculty, the Provost and the President	Evaluative documents to be rendered anonymous are italicized
Curriculum Vitae	Curriculum Vitae
Candidate's Self Study	Candidate's Self Study
Publications and other scholarship submitted	Publications and other scholarship submitted
Annual Reviews by Deans and CoF, with candidate's written replies (4.6)	Annual Reviews by Deans and CoF, with candidate's written replies (4.6)
Peer evaluation of teaching	Peer evaluation of teaching
Student Course Evaluations (4.8)	Dean's Summary Evaluations of Student Course
Unsolicited Student Letters	<i>Unsolicited Student Letters</i>
Alumni Letters	<i>Alumni Letters</i>
Evaluations of Scholarship by External and Internal Reviewers	<i>Evaluations of Scholarship by External and Internal Reviewers</i>
Evaluations by Tenured, Full Professors	
Record of Committee on Faculty's Deliberations and Letter of Recommendation	
Dean's Letter of Recommendation	
Provost's Letter of Recommendation	

APPENDIX II: MENTORING NON-TENURED FACULTY MEMBERS

Our responsibility is to provide non-tenured faculty with appropriate mentoring and support as they move through the reappointment, promotion and tenure process and to mentor their progress. They need to have expectations of them made clear at every stage, advice in prioritizing their activities and resources provided to help them continue to improve their teaching.

To that end, each of the campus deans and the Committees on Faculty shall institute the following procedures:

1. Schedule two (2) meetings a year with each non-tenured faculty member, the first one to take place early in the Fall semester. These meetings should involve:
 - a) focus on the faculty member's scholarly and teaching trajectories as they relate to expectations we have for each of them at different review junctures;
 - b) a discussion about past reviews and areas of strength and challenge;
 - c) a discussion of ideas about how the College-Institute can best support each one's individual growth.
2. Assign a tenured faculty member to serve as a mentor who will be able to provide ongoing advice and support.
3. Plan (with the Education faculty) a teaching resource on the campus in which non-tenured faculty will be required to participate (tenured faculty could participate voluntarily). It could entail an ongoing teaching seminar or a more limited personal tutorial. Core Curriculum funds are available to support these efforts, especially for the involvement of outside experts.

APPENDIX III: BLENDED TRACK FACULTY APPOINTMENT

A blended track appointment is one which combines part-time administrative duties with part-time academic responsibilities. Such a flexible model will enable the College-Institute to attract individuals who have a penchant for both administration and academe. The following are the major components of such an appointment:

a. Title - An individual enters the blended track carrying the title of "Adjunct" and moves through the steps of Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor. In the College-Institute, the title of Adjunct would then only be applied to individuals on the blended track. An administrator who may teach one course or a Visiting Professor from another institution could be given the title Lecturer or Senior Lecturer.

b. Step Time frame - In order to facilitate the academic development and productivity of an individual on the blended track, the intervals between stages (Adjunct Assistant-Adjunct Associate-Adjunct Full Professor) are left open. After an initial adjunct appointment, subsequent academic evaluations may take place at contract renewal periods (generally one to three years) or may be deferred, as the individual on blended track may request in consultation with the Faculty and the Administration.

c. Appointment and Evaluation - The academic component of such an appointment will comply with the College-Institute's standard Policies and Procedures for Academic Appointments. The blended track will usually involve a position being shaped for a particular individual, where there will be no announcement and search, as is the case for a tenure-line position. Nevertheless, the specific faculty department and the wider faculty will play an important role in both the appointment and subsequent evaluations of the individual. This will involve both consultation about the particulars of the job description as well as an evaluation of the individual's academic potential and growth. In addition, in order to minimize as much as possible, the difficulty that local faculty would have in evaluating the academic potential and progress of an individual in the administration, the appointment and evaluation committees should include representation of faculty from other HUC-JIR campuses as well as faculty from outside of the institution where it is deemed necessary.

In each case, clear guidelines should be established so that the individual on the blended track knows the expectations that the College-Institute has in the areas of teaching, collegiality, and especially scholarship.

d. Long-term Security and Benefits - Long-term security will not be tenure, which is only possible on the tenure track. Rather, the individual will receive a long-term contract with termination guarantees following attainment of the level of Adjunct Full Professor. At the Adjunct Assistant Professor level, the individual will generally be given a one year contract. At the Adjunct Associate level, the individual will be given 3 year rolling contracts. Having reached the Adjunct Full Professor level, the blended-track individual would then be given a 5 year

rolling contract (a rolling contract guarantees the individual the security of the specific period of the contract no matter what year of employment he/she is in).

During each stage of each contract, the individual on the blended track will receive an annual written review of his/her performance by his/her administrative supervisor. This review will be based upon a clear job description provided to the individuals by the supervisor and on quantifiable performance objectives mutually agreed upon by the individual and the supervisor. If at any juncture, the individual receives consecutive written evaluations that clearly indicate unsatisfactory performance with no improvement, the individual may be terminated, and the contract voided. In such a case, the individual would be given a severance package.

A percentage of the individual's salary (in accordance with the percentage of time he/she is involved in academic activity) will be used as the basis for calculating step increases each year. These figures should be determined at the outset of the individual's employ.

The individual on this track will be entitled to mini-sabbaticals of three months' duration every four years, to help insure scholarly growth, as well as access to the Faculty Travel and Research Fund at the level of 2/3 of the tenured faculty.

e. Movement to the Tenured-Track - After the individual on the blended track has attained the level of Adjunct Full Professor, demonstrating the academic competence associated with it, if he/she has the desire to devote full time to the academic program, there should be the possibility of opening a slot for him/her. The President or the faculty may initiate discussion of this possibility, though no full-time tenured slot would be created without the due deliberation and consent of a representative faculty committee which would take into consideration the need for a full-time person in the specific academic discipline.

f. Participation as a Member of the Faculty - Individuals on the blended track will be considered members of the faculty who may participate in faculty meetings, committee work, and other faculty business. They may not, however, hold faculty office nor sit on any evaluation committee.

APPENDIX IV: ACADEMIC GRIEVANCE PROCEDURE

1. All faculty members and instructional staff have received the Faculty Handbook that clearly outlines good teaching practices. Faculty members are responsible for fulfilling the good teaching practices outlined in the Handbook. Should students have grievances against a faculty member relating to any academic matter, they should avail themselves of the procedure outlined below. The goal of the academic grievance procedure is to effect reconciliation between the instructor and the student.
2. Any student has the right to question a course grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the good teaching practices. Such a charge is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation.
3. If the student wants to contest a grade, the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she may confer with the faculty member's School Director and ask for a review of the grade. The Program Director will consult with the faculty member and review the material. If the decision of the Program Director is not acceptable to the student, he or she may appeal to the Dean whose decision shall be final.
4. A student who feels that a faculty member has violated good teaching practices shall first discuss the matter directly with the faculty member, accompanied by his/her faculty advisor, if applicable. If he or she feels that his or her grievance has not been properly adjudicated, he or she should request a conference with the Program Director. If the intervention of the Program Director still has not achieved reconciliation, the student may submit to the Dean a letter formally stating the nature of the grievance with specific reference to teaching responsibilities that have not been fulfilled. The student should also provide any materials supportive of the complaint.
5. Within ten (10) days after receiving this written complaint from the student, the Dean will request the chairperson of the Faculty to convene a Faculty Grievance Committee that shall be made up of four full-time faculty members and a student representative selected by the student association. The Committee shall consider and investigate the complaint and make its recommendations to the Dean within thirty (30) days after receiving the complaint.
6. A Faculty Grievance Committee will not review a complaint unless it is lodged within 10 weeks of the alleged violation. For students attending SJNM, DeLeT, or summer session, the tenth week of the fall semester is the deadline. It shall be the responsibility of the Faculty Grievance Committee to determine, prior to considering any case, whether frank and full discussions among the student, instructor, School Director, and Dean have been

exhausted as a means of resolving the grievance. If not, the case shall be referred back to the Dean as appropriate.

7. If the Faculty Grievance Committee decides to consider the case, the chairperson shall inform the student that the burden of proof rests with the student and that he or she may attend the hearing, excluding executive sessions. The chair shall also inform the instructor, when the committee decides to consider a case, that a grievance has been received by the Committee and provide the instructor with a full bill of particulars regarding the grievance and its supporting evidence. The chair shall request from the instructor in writing information germane to the case, inform the instructor that he or she may attend the hearings, excluding executive sessions.
8. If the Committee finds that no violation of the good teaching practices has occurred or that a violation has occurred but recommends that no redress is warranted, these findings will be reported by the Committee chairperson, in writing, to the student and the instructor, with copies sent to the School Director and Dean.
9. If the Committee finds that a violation has occurred and recommends any form of redress for the student, these recommendations should be reported by the chairperson of the Committee, in writing, to the School Director and Dean, with a copy sent to the student and to the instructor. A copy of this letter will be added to the faculty member's file. The instructor will be expected to inform the School Director of his or her compliance or noncompliance with the recommendations within ten days after the letter of notification has been sent to the instructor. Failure to respond within ten days will be taken to indicate noncompliance.
10. If the instructor complies with the recommendations, the student will be informed, in writing, by the School Director, with copies to the committee chair. If the instructor indicates noncompliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student, Provost, and President, and will be placed in the instructor's file. In addition, a notation of this finding may be made in the student's permanent record file.
11. If the instructor does not accept the recommendations, he or she may appeal the decision of the Faculty Grievance Committee to the Provost. Written notice of the desire for a review by the Provost should be made within ten (10) days of receiving the copy of the Committee's findings. If an appeal is made, a copy of the written report of the Committee and all pertinent information and material will be forwarded to the Provost. The Provost will meet with the student and instructor and review the case. The Provost then will affirm, reject, or modify the recommendations of the Committee.
12. If the instructor does not accept the recommendations of the Provost, then he or she may appeal directly to the President. The President shall review all materials and meet with the student and instructor. The President's decision will be final.

13. If the student has not resolved the concern/complaint to his/her satisfaction after
14. exhausting the aforementioned process, s/he can utilize the appropriate state's complaint process.

For the Los Angeles Campus, please contact:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 www.bppe.ca.gov.
Telephone: 916-431-6924 (Fax) 916-263-1897

APPENDIX V: 2016 FACULTY RESOLUTION

Resolution approved by the Board of Governors, January 25 2016, Following Approval by the Faculty Council, the Academic & Faculty Affairs Committee, and the Senior Administration of HUC-JIR

Be it resolved that:

Academic Freedom

HUC-JIR affirms its commitment to academic freedom and its protection through tenure. Experience has taught us that full academic freedom is required for genuine scholarship and teaching. Academic freedom alone is the singular, absolute foundation of rational, scientific pursuit and creation of knowledge. If HUC-JIR is to remain at the forefront of research in Jewish studies, then reducing academic freedom in any way will diminish the ability of our faculty to be among the world's leading scholars in Judaism and Jewish civilization.

HUC-JIR further affirms the Faculty Handbook's charge that "academic freedom is essential to protect the rights of both teachers and students." (Faculty Handbook, page 9). It further stipulates, "The writing and publication of research is a primary task of the College-Institute's full-time faculty. Commitment to scholarship has been one of the defining activities of the Faculty of the College-Institute. The College-Institute provides the intellectual leadership of the Reform Movement and, as such, its faculty must be on the cutting edge of scholarly developments." (Faculty Handbook, page 9).

Tenure Track Positions

HUC-JIR will continue to create both tenure track and contract faculty positions into the future. The procedures for approving a new tenure-track position (including the replacement of a vacated tenure-track position) will be worked out separately by the President, Provost, and the Board of Governors.

Continuing Faculty Development

1. The purpose of Continuing Faculty Development (CFD) is to promote ongoing tenured and tenure-track faculty growth in teaching, scholarship, and service to HUC-JIR, the Reform movement, and the larger Jewish community.
2. CFD will have two components: a Biennial Review for all tenured and tenure track faculty members and a Periodic Cumulative Peer Review (PCPR) beginning 7 years after attaining the rank of associate professor with tenure.
3. CFD comes into effect only for tenure track hires made on or after July 1, 2016. Faculty hired prior to July 1, 2016 will continue to be reviewed according to the policies and procedures laid out in the current Faculty Handbook ("with updates and revisions updated as of 1-1-2011").

Biennial Review

1. At a specified time (e.g. by the end of the spring semester) faculty members will submit to the campus Dean, the Chair of the campus Faculty Committee on Faculty and the Chair of the Faculty for the campus, [1] and the appropriate Program Director[2] a report detailing their activities since the last review in three areas:
 - a. Teaching: including courses taught, new courses proposed or in development, and teaching enhancement programs attended.
 - b. Scholarship: This covers a broad range of scholarly engagements including publications, articles submitted or in development, current research, lectures at other institutions, papers given and other participation at conferences (e.g. serving on program committees, being a respondent on a panel, organizing sessions), reviewing articles and manuscripts for peer-reviewed journals and scholarly presses, serving in a leadership capacity (e.g. officer or board member) in a learned society. Scholarship can also include activities that will enhance future research such as becoming familiar with a new field or learning to use a new technology.
 - c. Service to the College-Institute, the Reform movement, and the Jewish and/or general community: This includes mentoring students and/or graduates, student advisement, thesis advising, serving on admissions committees, participation in campus and national committees and task forces, participation in campus or national programs, public lectures outside of academic settings, programs for the URJ (including proposed programs).
1. Half the tenured and tenure track faculty members will be reviewed each year.
2. The Dean, Program Director, the Chair of the campus Faculty Committee on Faculty, and the Chair of the Faculty for the campus will provide the faculty member with a narrative assessment identifying areas of excellence and areas in which further growth or improvement is needed. If a faculty member is deemed excellent in any of the three areas, that excellence will be recognized in an appropriate way. If a need for further growth is identified, the dean and program director will meet with the faculty member to develop a growth plan for the next academic year.
3. Based on the Biennial Review, nominations for recognition of excellence may be made by the Dean, Program Director, or by anyone on the Faculty, accompanied in all cases by relevant evidence. This recognition may be expressed through course relief, extra sabbatical time, contribution from the Faculty Research and Travel Fund to the designated faculty member, or some other means. The final responsibility for application of the merit principle rests with the Dean, subject to review by the Provost.

Periodic Cumulative Peer Review

1. The purpose of Periodic Cumulative Peer Review (PCPR) of tenured faculty is to provide a means of continuing both mutual support and accountability through collegial review of productive scholarship, effective teaching, and institutional service.
2. Persons holding tenure will meet every seven years with the campus Dean, Chair of Faculty Committee on Faculty, [4] the Faculty Chair, and a third colleague (internal or external) named jointly by the faculty member being reviewed and the Dean; if they cannot agree on a third faculty member, one will be named by the Provost. This conversation will give attention to how the faculty member's work is contributing to the various dimensions and changing shape of the life of the College-Institute, to the faculty member's own discipline, as well as to the larger Jewish world.
3. A report will be made by the Dean, who will discuss the assessment with the faculty member. A copy of the report will be forwarded to the Provost and to the President.
4. The Periodic Cumulative Peer Review can be informed by Biennial Reviews, but the PCPR is a separate and distinct assessment.
5. A review for promotion to Full Professor within seven years of attaining the rank of Associate Professor will fulfill the requirement of Periodic Cumulative Peer Review, with the next such review to take place seven years after promotion to Full Professor. If no promotion to Full Professor occurs within 7 years of the most recent review, then the next PCPR will take place 7 years after the most recent review.
6. a) If a faculty member exceeds the College-Institute's standards by excellent or outstanding performance of her/his responsibilities in scholarship, service, or teaching, then, based upon the PCPR report, nominations for recognition of such excellence may be made as set out in the Biennial Review (paragraph 4).
7. (b) If a faculty member's performance in fulfilling his/ her responsibilities is deemed to correspond to accepted standards at the College-Institute in the aforementioned areas, then no action is required, apart from the normal support, constructive criticism, and collegial interactions that occur between regular reviews.
8. (c) If a member of the faculty has not performed in a manner that meets the high standards that the College-Institute sets for itself in scholarship, teaching, and/or service to the community, then, based on the PCPR report, the Provost shall meet with that faculty member to discuss the report. Then, based on the PCPR report and the meeting, unless there is adequate cause for dismissal pursuant to the Regulations of the Hebrew Union College Jewish Institute of Religion the Provost shall ask the Dean and the Program Director to develop, in consultation with the faculty member, a plan for his/her professional mentoring and growth that will lead to the faculty member's attainment of

the appropriate standards of performance. His/her progress in reaching these standards will be examined during the next scheduled biennial review.

APPENDIX VI: BOARD OF GOVERNORS REGULATIONS

The Regulations of HUC-JIR can be found at <http://huc.edu/sites/default/files/HUC-JIR%20Revised%20Regulations%20FINAL%2012282016.pdf>.

Terms of Employment

The terms of employment remain the same as specified in the Regulations of the Hebrew Union College-Jewish Institute of Religion (reproduced below).

ARTICLE IX THE FACULTY

1. The Faculty of the College-Institute shall include: the President, Professors, Associate Professors, Assistant Professors, Instructors, and faculty serving under a Blended Track Appointment.
2. Appointments to and promotions of members of the Faculty shall be made by the Board of Governors in accordance with the following procedure. The President shall be authorized to submit proposed appointments or promotions to the Academic Affairs Committee of the Board of Governors after considering any recommendations by the Faculty, together with a statement of considerations, which are basic to such proposed appointments or promotions. The Academic Affairs Committee of the Board of Governors may then present the proposed appointments or promotions to the Board of Governors together with its recommendation.
3. (a) A tenured full-time member of the Faculty shall serve until retirement, unless (i) the appointment provides otherwise, (ii) the employment is terminated for cause as defined in Subparagraph (b) after notice and hearing in accordance with procedures established by the Board of Governors, or (iii) the department or academic area in which the faculty member teaches has been discontinued.
(b) Adequate cause for a dismissal will be related directly and substantially to the fitness of the Faculty member in his or her professional capacity (including permanent disability) as a teacher or researcher.
4. The Board of Governors has final authority in all matters affecting the College-Institute. The Vice President for Academic Affairs and the Faculty, working in concert, has primary responsibility for policy in all academic areas, including academic standards, curriculum, subject matter and methods of instruction, research, and those aspects of student life, which relate to the educational process. It is the responsibility of the Vice President for Academic Affairs to coordinate all academic aspects of the College-Institute. All this is subject, however, to the

responsibilities of the President as provided in Paragraph 3(a) of Article V of these Regulations. The area of "Faculty Status" includes recommendations to the Administration regarding appointments, reappointments, promotions and tenure, as well as decisions not to reappoint, promote or grant tenure.

5. The Faculty may express itself to the Board of Governors or any of its Committees on any subject affecting the welfare of the College-Institute through the Vice President for Academic Affairs/Provost or the President and through its duly designated representative.

[1] If either the Chair of the campus Faculty Committee on Faculty or the Chair of the Faculty is being reviewed, then the faculty member being reviewed can choose a second faculty representative.

[2] Faculty members teaching in more than one program (e.g. Louchheim & Rabbinical School or Rabbinical School & the School of Graduate Studies) will submit the report to the Program Director for whom they teach the greatest number of courses.

[3] If either the Chair of the campus Faculty Committee on Faculty or the Chair of the Faculty is being reviewed, then the faculty member being reviewed shall choose a second faculty representative.

[4] If the chair of the faculty committee on faculty is being reviewed, another senior faculty member will be substituted.